

To the Teacher

Welcome to Impact Listening 1!

The *Impact Listening* series is designed to help your students become better listeners and more proficient at English. *Impact Listening* is intended to make teaching listening strategies stimulating and engaging, and to make learning fun and effective.

The *Impact Listening* series is based on four main principles:

1. Rich Input

Learners need rich input in order to develop their language ability. The most useful input is contextualized, authentic, and interesting for the learners. Input that is slightly above the learners' proficiency level provides a challenge to motivate them. *Impact Listening* features extracts drawn from or based on authentic conversations, in common social, academic, and business contexts. The audio recordings for the series employ a wide variety of speakers to provide an abundance of interesting speech.

2. Clear Tasks

In order to develop their attention span, learners need guidance in what to listen for. Clear tasks guide the student in what to focus on and on what to remember. Task cycles allow students to listen to the same extract more than once, in order to practice controlling their attention and expanding their ability to process more complex speech. Each section in *Impact Listening* provides a transparent, structured task that is easy to use in the classroom.

3. Listening Strategies

In order to become more confident and relaxed, learners need to learn how to listen. By using successful listening strategies, learners will become more fluent and confident. By teaching listening strategies, teachers encourage their students to learn more efficiently. The following four fundamental strategies are consistently incorporated in the *Impact Listening 1* activities: preparing, inferring, clarifying, and responding.

4. Self Expression

A central purpose of listening is application—using the ideas in the extract and formulating some kind of response. By incorporating self-expression steps with listening activities, students increase their overall oral language ability. *Impact Listening 1* features a variety of short speaking activities as well as an extended Interaction Link in each unit to build vocabulary and conversation skills along with listening skills.

Course Components

- Student Book
- Self-Study CD (included with the Student Book with the Warm Up and Real World Listening extracts)
- Classroom CDs Pack
- Teacher's Manual

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Unit Structure

Impact Listening 1 contains 15 four-page main units, plus 3 **Review Units**. The main unit design allows for clear implementation of the four principles outlined above. Each unit has four main sections: **Warm Up**, **Listening Task**, **Real World Listening**, and **Interaction Link**. For each unit, there is also a **Self-Study Page** in the back of the book. Each task can be done by students working independently, in pairs, small groups, or as a whole class, depending on the level and needs of the students.

Warm Up

- This section introduces new words and phrases, and previews the unit topic. The contextualized vocabulary task lets students draw on their background knowledge to use what they know to help them understand new language. By including a speaking task, the Warm Up also gets the students involved at the outset of the lesson.
- In the **Getting Started** step, students begin thinking about the topic and how it relates to their lives. This activity helps activate the language the students already know, as well as prompts them to consider what they need to be able to express their own ideas. The activity should be brief, and it should be done before students have begun the main **Warm Up** activity in the **Student Book**. Maintain a lively pace. Engage the students. Get them to respond with short answers by asking simple, specific questions.
- During the main **Warm Up** activity, students are introduced to new vocabulary (and reacquainted with vocabulary they already know) related to the unit topic. This section includes a variety of task, including fill in the blanks, match the pictures with the sentences, unscramble the words, categorize the words, and label the pictures.
- The speaking task allows students to discuss how the topic applies to their lives. To make this discussion easier, the **Student Book** includes a list of **Useful Expressions**. These expressions, together with the work the students have done in the **Warm Up** task, should help the students to feel familiar with some of the vocabulary and different points of view they may need to express their own ideas clearly. This can be done in pairs or small groups.

Listening Task

- The **Listening Task** is a set of two linked tasks based on two to six short extracts. This section employs illustrations or photographs to help students predict the content prior to listening. Predicting the content helps the students become active listeners. It helps them think about what they might hear, who the speakers are, what their relationships are, and what might happen. Students who make predictions are more likely to listen closely, and with a focused purpose—to see if their predictions were correct. For this reason, it is important to allow ample time for the preparation step of the **Listening Task**.

- The **First Listening** focuses on understanding the gist of the input, while the **Second Listening** focuses on detail and interpretation. For each task, the students are required to listen to the extracts and select ideas or write specific short phrases they hear. This helps the students learn how to focus their listening on both general and specific information. After taking notes individually while listening, students can work in pairs or small groups to compare their answers and clarify things they need to know. The teacher can monitor the small group discussions to determine if any important information was missed.
- The speaking task lets students explore the ideas and scenarios they encounter in the conversations or monologues they just listened to as they apply to their own lives. Students are asked to respond to the **Listening Task** in a variety of ways, including open discussion and role-play.

Real World Listening

- Based on natural, extended conversations, monologues, and stories, this section develops active listening strategies. The **Real World Listening** activity has 3 steps: **Prepare**, **Get the Main Ideas**, and **Respond to the Ideas**.
- 1. In **Prepare**, the students are given interesting illustrations or photographs and several ideas that will help them predict what the speakers are going to talk about. Sometimes the clues will be ambiguous, so that students will be able to notice the gaps between what they thought was going to be discussed and what was actually said. It is important to emphasize to students that it doesn't matter if they guess correctly or not. The point is for them to make predictions and test their predictions while they listen for the first time.
- 2. For **Get the Main Ideas**, the students are expected to focus on the underlying ideas while they listen to the extract for a second time. They will be expected to listen to the extract and select ideas or write specific short phrases, based not only on what they hear, but also on what they can infer. This step directs students' attention to specific connections between different parts of the extract to help them infer what the speakers' intentions are. This section includes a variety of tasks, including fill in the chart, true or false, check the correct information, and fill in the blanks..
- 3. In **Respond to the Ideas**, the students answer a question that extends the topic of the **Real World Listening** extract by focusing on students' opinions about the theme of the extract in relation to their own lives. This application is an important step for encouraging self-expression and more interactive listening. The students will realize that they need to think about the recorded extract in order to apply the ideas later. This discussion should generally begin in a small group, but as the teacher notices interesting points that are raised, these can become the focus of a whole-class discussion.

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Interaction Link

- The **Interaction Link** is a lively speaking activity, role-play, or game directly related to the unit topics and functions. These activities offer students the opportunity to work in a group to express their opinions or make choices in an extended range of contexts or situations. The activities encourage the development of more complex interactions between the students based on the content of each unit. This will help develop the students' fluency and confidence in discussing a particular topic, especially as it relates to their own lives or interests.
- If time permits, the **Interaction Link** activity can be expanded with an **Extension** task: a discussion, role-play, or group project related to the unit theme.

Self-Study Page

- The **Self-Study Page**, in the back of the book, provides an additional “close listening” task for the **Real World Listening** extract, to allow students to review and consolidate the vocabulary they have encountered. The **Real World Listening** extract is included on the **Self-Study CD** that is provided with the **Student Book**.
- The task is followed by a **Bonus Question**, which asks the students to continue or develop the extract through writing exercises. The **Self-Study Page** can be done in the classroom or assigned as homework.

Self-Study CD

- The **Self-Study CD** is provided in the back of the student book. It contains 30 tracks, which comprise the **Warm Up** activities and the **Real World Listening** extracts for each of the 15 main units. The **Self-Study CD** can be used for home review in conjunction with the **Self-Study Pages** in the back of the book.

Website

- Teachers and students are encouraged to use the Impact series website for additional ideas and listening resources: www.impactseries.com/listening

Timing

Teaching each unit in *Impact Listening 1* requires approximately 90 minutes of instruction. A typical breakdown of class time is:

Warm Up: 15–20 minutes

Listening Task: 10–15 minutes

Real World Listening: 20–30 minutes

Interaction Link: 15–20 minutes

Self-Study: 10–15 minutes (checking student work)

Total: 70–100 minutes

(If additional options in the Teacher's Manual and the Unit Tests are utilized, each unit may require an additional hour of instruction.)

Review Units

- After each set of 5 main units, there is a **Review Unit** in the **Student Book**. The **Review Units** encourage students to go back and review the vocabulary and themes of the units they have recently completed. The

Review Units also give students an opportunity to try standardized test items with the passages they have worked with in the course.

Each **Review Unit** has two parts.

- In **Part 1** students review selected vocabulary with a fill-in-the-blanks activity based on short contextualized sentences.
- In **Part 2** students listen to selected extracts from the previous units and answer multiple-choice questions about each extract.

Classroom CD Pack

There are two CDs in the **Classroom CD Pack**:

CD 1: Units 1–8, including Review Unit 1

CD 2: Units 9–15, including Review Units 2 and 3.

- The number of times you present the recording for each task will depend on the level of your students and their familiarity with listening-based learning. In the earlier units, students may need to listen several times. As the students make progress, however, you can challenge them by presenting the recording only once while asking them to mark their answers. Ask the students to think about what they do understand and to use that knowledge to fill in the gaps. This procedure helps students develop self-confidence as they realize they do not need to understand every word in order to get the meaning of the conversation.

Using the Classroom CD Pack

CD track numbers are listed in the **Student Book**, the **Teacher's Manual**, and on the **Classroom CD Pack** case. Each unit has 7–10 tracks.* A typical unit has 8 tracks, as follows:

Track 1: **Warm Up**

Track 2: **Listening Task** instructions (**Preparation** step and the instructions for the **First Listening**)

Track 3: **Listening Task 1**

Track 4: **Listening Task 2**

Track 5: **Listening Task 3**

Track 6: **Listening Task 4**

Track 7: **Real World Listening** instructions (**Predict** step only)

Track 8: main **Real World Listening** extract

The CD player will automatically proceed to the next track unless the player is stopped, or the “next track” or “previous track” buttons are pressed. If you wish to replay a track, you need to re-cue the CD. Note also that the instructions for the **Listening Task's Second Listening** section and the **Real World Listening's Get the Main Ideas** section are not on the audio recording. (This was done to allow for continuous listening through the unit.) These instructions should be read aloud by the instructor.

* Some units have only three **Listening Task** conversations, while some have six. Other units have two or three tracks for different subparts of the **Real World Listening** section.

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Additional Features of the Teacher's Manual

The *Impact Listening Teacher's Manual* provides step-by-step procedures for presenting each unit. Answers to the activities along with the listening audio scripts are provided for each unit. In addition, teaching tips, extension activities, and language and culture notes can be found throughout the *Teacher's Manual*.

- The **Unit Overview** allows you to see what the goals of the unit are at a glance. This section identifies the focus of the **Warm Up**, the **Listening Task**, the **Real World Listening**, and **Interaction Link** sections.
- The **Teaching Tips** provide practical suggestions on classroom management and pedagogy. Each tip provides guidance on how to work with a specific activity, but the tip is often applicable to other units as well. Both novice and experienced teachers receive guidance on fully utilizing the material and on modifying the presentation to meet the needs of different classes.
- The **Culture Notes** provide useful information when culturally sensitive topics are presented, or when specific points of pragmatic usage emerge.
- At the beginning of every **Real World Listening** section, the **Concept Check** has a set of questions that helps activate students' background knowledge about the topic. Additional questions encourage critical thinking about the unifying thread or underlying concepts of the unit.

Test Pack

- The **Test Pack** contains two review tests, one for **Units 1–8 (Test 1)**, and one for **Units 9–15 (Test 2)**. There are two forms of each test (**Tests 1A and 1B**, and **Test 2A and 2B**) so you can alternate forms in different classes, or use a different form for a make-up test.
- In **Part 1** of each test, extracts from the **Listening Task** sections are used as the basis for the test items. The students listen to the extracts and then answer two multiple-choice questions about the extract. **Part 2** of each test focuses on close listening, involving dictation items based on the **Real World Listening** sections.

Unit Tests

In each CD-ROM pack, there is a set of **Unit Tests**. The **Unit Tests** have two parts. **Part 1** is a vocabulary review of the core items of the unit covered in the **Warm Up** section. **Part 2** is a 5-item listening exercise that is based on an extract similar to one of the **Listening Task** conversations or to the **Real World Listening** extract.

Semester Tests

- The two tests provided with *Impact Listening 1* can aid you in assessing your students' mastery of the listening material. Scores on these tests will provide you with an objective means of checking students' progress and ability in the course.
- In addition, practice dictation tests can be done periodically, using any of the *Impact Listening 1* extracts, to check students' progress and to give them additional practice in close listening. This type of informal assessment will help you identify your students' strengths and weaknesses, and give you a means of evaluating them.
- Another important function of testing and evaluation is for student self-assessment. It is difficult for students to notice development of their own listening skills and strategies, so some of them may feel that they have not improved at all. If tests are used in a positive and constructive way (providing students with feedback about where they have improved, and where they may want to focus their attention), it can boost their confidence and motivation.

UNIT 1: Greetings

Main Activities: pages 8–10
Interaction Link: page 11
Self Study: page 80

Warm Up: CD 1, track 2
Listening Task: CD 1, tracks 3–9
Real World Listening: CD 1, tracks 10–13

Unit Overview

In this unit students listen to extracts of people greeting each other in various situations. In the Real World Listening section, they listen to a student greet three people on the first day of school and infer his relationship with them. In the Interaction Link, they practice greeting one another and sharing information about themselves.

Vocabulary Focus: Greetings

Good morning. Hi! How are you doing?
Hi! Long time no see. It's nice to see you again.
Hello, I'm (name).

Useful Expressions

Hey, what's up?
Hi, how's it going?
It's been a long time.
Hello. It's good to see you again.
See you later.

Concept Check

How do people greet each other? Do you greet everyone the same way? What do you talk about after greeting someone? What is "small talk"?

WARM UP

Getting Started (books closed)

1. Introduce yourself and write your name on the board.
T: Hi, my name is (name). Introduce yourself to several students. T: Hello, my name is (name). What's your name?
2. Have students introduce themselves to their classmates.
T: Now introduce yourself to the students near you.
3. As students introduce themselves, write other expressions on the board. Model the expressions. *T: Hi, my name is Yasubiro. Call me Yasu. My name is Li Xundao. My friends just call Li. It's nice to meet you. Continue. T: Introduce yourself to two classmates using these expressions.*

Warm Up (books open)

1. Begin the activity. *T: Open your books to page 8. Look at the pictures. Ask students to consider each picture. T: Who are they? Where are they? Do they know each other?*
2. Present the task. *T: Write the missing words. Let's do the first one together. Hey, guys, what's up? Write "what's" in the blank. Now try the rest on your own.*
3. Allow students some time to finish.
4. *T: Now listen and check your answers.* Play the audio (CD 1, track 2).
5. Elicit answers from students. *T: (name). Please read number two. Write the answers on the board.*
6. Model each greeting, pausing for students to repeat. Emphasize the stressed words as you model the greetings. Although students may not be able to produce the

correct stress patterns at this point, this will help them familiarize with the intonation patterns of English.

7. Model the sentences in Useful Expressions, pausing for students to repeat.

Answers

- | | | |
|-----------|---------|----------|
| 1. what's | 3. Long | 5. How's |
| 2. How | 4. I'm | 6. nice |

Language Point

Some students confuse "Nice to meet you." and "Nice to see you." "Nice to meet you" is used with introductions, while "Nice to see you" is used to greet someone the speaker knows.

Pairwork

Present the activity and allow students several minutes to greet different classmates. *T: Now greet five classmates. Use different greetings.*

Teaching Tip

Fluency practice is the chance to speak freely while focusing on meaning. This helps students relax and gain confidence in their ability to communicate in English. Walk around the room while students are speaking and note areas for correction, but don't correct at this point.

SCRIPT

1. **Jack:** Hey, guys, what's up?
Lucy: Oh, nothing much.
2. **Hugh:** Hi, Marci. How are you doing?
Marci: Oh, you know. Pretty good. How about you?
3. **Suzie:** Hi, Alan. Long time no see.
Alan: Hey, what a surprise. Good to see you.
4. **Tony:** Hello, I'm Tony Martin.
Claire: Oh, you're Tony. I'm glad you're here.
5. **Alex:** Hi, Jeff. How's it going?
Jeff: Not bad ... not bad at all.
6. **Don:** It's nice to see you again, Sue.
Sue: It's good to see you, too, Don.

LISTENING TASK

Preparation Questions

1. Ask students to look at the pictures. *T: Now look at the Listening Task on page 9. Look at the pictures.* For each picture, ask students to identify objects or people.
T: What do you see? Model how to identify objects.
T: In picture one, there are two guys. There is a car.
2. Help students identify where the people are. *T: Picture 2. They are in a store. Where are they in picture (5)?*

Teaching Tip

Encourage students to use the pictures to help them develop their English. Have students look for details in the pictures and discuss the scenes. Do this first as a whole-class activity. As students develop confidence, they can talk about the illustrations and photographs in pairs.

First Listening

1. Explain the activity. *T: Listen to the conversations. How do the people greet each other? Check the greeting. Let's do the first one together.*
2. Play the audio to present the directions and for the first conversation (CD 1, tracks 3–4). *T: How does he greet him? Right, he says, "What's up?" There is a check written in the box. Now let's do the rest.*
3. Play the audio (CD 1, tracks 5–9).
4. Play the audio again (CD 1, tracks 4–9).
5. Elicit answers from students by pointing to each picture and asking students to say the greeting. *T: (name). For number (two). What greeting did you check?*

Answers

- | | |
|-----------------------|------------------------|
| 1. What's up? | 4. Good morning. |
| 2. How are you? | 5. Anybody home? |
| 3. How are you doing? | 6. Hi, I'm Rob Martin. |

Second Listening

1. Explain the activity. *T: Now we're going to listen to the conversations again. What do they talk about? Check the answer. First, read the answer choices in your book.* Give students time to read the answer choices.
2. Play the audio (CD 1, tracks 3–9).
3. Elicit answers by asking students to say the main topic. *T: (name). Number (one). What did they talk about?*
4. Replay the audio, pausing after each line for students to repeat. This lets students confirm their understanding of the material and notice things they missed earlier.
T: Let's listen again. Repeat each sentence after you hear it.

Answers

- | | | |
|-------------|-----------|-----------|
| 1. work | 3. school | 5. travel |
| 2. shopping | 4. work | 6. work |

Language Points

In conversation 4, the speakers greet each other: "Good morning" "Morning." It's common to drop "Good." In conversation 6, although it is a business context, it is a casual exchange. A more formal exchange would be "Good morning, my name is Rob Martin." "Good morning, Mr. Martin. My name is Donna Schneider." Point out that "What's up?" and "How's it going?" are casual. "Good morning. How are you?" is used by all age groups in most situations.

Pairwork

Have students form pairs to practice one of the conversations. *T: Now choose one of the conversations. Try it with your partner.* Walk around the room and help as needed.

Teaching Tip

The main goal of this unit is to make students feel comfortable with English. Corrections should be kept to a minimum.

SCRIPT

- | | | |
|---|---|--|
| 1. Mark: Hey, Tony, what's up?
Tony: Not a whole lot.
Mark: How's the job going?
Tony: Ah, it's going fine.
Mark: That's good.
Tony: Yep.
Mark: Well, got to go.
Tony: Yeah, me too. Back to work.
Mark: Yep.
Tony: Well, see you. | 3. Lisa: Hi, Cara.
Cara: Hi. Lisa. How are you doing?
Lisa: Fine. How about you?
Cara: Pretty good.
Lisa: How's your math class going?
Cara: Oh, it's kind of hard, but I like it. A lot of homework.
Lisa: Yeah, homework. Well, keep at it.
Cara: I'll try to.
Lisa: See you.
Cara: Bye. | Craig: Well, that's good. Well, take it easy.
Todd: Thanks, have a good one. |
| 2. Dan: Hey. How are you?
Jess: Pretty good. What's going on?
Dan: Not much. You know, just shopping, walking around. Hey, who's your friend?
Jess: Oh, sorry. This is Tanya.
Tanya: Hi, Dan.
Dan: Hi. Nice to meet you. | 4. Craig: Good morning.
Todd: Morning.
Craig: How are you doing these days?
Todd: Great, great. We're really busy at the office.
Craig: Oh, yeah?
Todd: Yeah. Just got a big new account. | 5. Jerry: Hi! Anybody home?
Amy: Oh, hi! You're home. I'm so happy to see you.
Jerry: Yeah, I'm a little tired. It was a long flight.
Amy: But you're back.
Jerry: Hey, guys. I'm home. |
| | | 6. Rob: Hi, I'm Rob Martin from Jiffie Plastics.
Donna: Hi, Rob. Donna Schneider.
Rob: Nice to meet you.
Donna: Yes, uh, Rob, I'd like to introduce you to Janet Ramiro. She's our project manager.
Janet: Nice to meet you. Is it Rob?
Rob: Yes, that's right. |

REAL WORLD LISTENING

Concept Check

Do you greet everyone the same way? Check student understanding with one or more of the following questions. *T: Do you greet your mother or father the same way you greet a friend? Do you greet a teacher or a doctor the same way you greet a friend? What is the difference in the greetings?*

Prepare

1. Play the audio (CD 1, track 10) to present the directions.
2. Explain how the activity works. *T: Look at the pictures on page 10. Tomas is a student. It is the first day of the semester. Tomas talks to these three people. Who are they?* Present the answer choices. *T: his roommate, a friend, and so on.* Present the task. *T: Write your guesses in the boxes.*
3. Play the audio (CD 1, tracks 11–13). *T: Listen and check.*
4. Point to each picture and ask students who the person is. *T: Picture one. (name). Who is he?* Continue. *T: Did you guess correctly who they are?*

Answers

1. a friend
2. a classmate
3. a professor

Get the Main Ideas

1. Explain the activity. *T: What do they talk about?* Hold up your book and point to the chart. *T: There are three parts.* Go over the answer choices for each part.
2. Model the activity to help students of lower proficiency. On the board, draw a small box and demonstrate making an “x” to mark your answer. *T: Do they talk about their classes? Yes? Make an “x.” No? Leave it blank.*
3. Play the audio (CD 1, tracks 11–13).
4. Elicit answers from students. *T: (name) What do Tomas and (Eddie) talk about?* Model for students how to answer in sentences. *T: They talk about where they live.*
5. Play the beginning of the first part (CD 1, track 11).

Pause and ask the students how the speakers greet each other. Elicit the answers from two students and have the rest of the class repeat. *T: (name). What did Tomas say? Right, he said, “Hey, Eddie, How’s it going?” Everyone repeat.* Continue with the other two conversations.

Answers

- Part 1:** where they live, summer vacation
Part 2: their classes, their teacher
Part 3: a class, a schedule

Concept Check Follow-up

T: What is each person’s relationship to Tomas? What does, “Hey, Eddie! How’s it going?” say about that Eddie’s relationship to Tomas? (Eddie is a friend.) What does, “Umm, Dr. Collins” say? (Tomas probably doesn’t know the professor.)

Respond to the Ideas

1. Present the activity. *T: How does Tomas feel when he talks to Eddie, Yuki, and Dr. Collins? Check the correct answers.* Have students work alone to mark their answers.
2. Put students in small groups to discuss the questions in the book. *T: Work together to compare your answers.* Circulate and help as needed.
3. Elicit answers from students. Have students give reasons. *T: (name) Tomas meets (Eddie). How does he feel? How do you know? Ask other students if they have the same answer. T: Do you agree? Do you think so, too?*
4. Ask students if they have any questions about the Real World Listening. *T: Does anyone have any questions?*

Teaching Tip

Include a question and answer session in every lesson so that students will become used to asking for help. To help facilitate questions, write a few examples on the board: What does ... mean? What’s another way to say ... ?

SCRIPT

Part 1: Tomas talks to Eddie.

Tomas: Hey, Eddie! How’s it going?
Eddie: Not bad. How are you doing?
Tomas: Pretty good.
Eddie: So how was your summer?
Tomas: Mm, it was all right.
Eddie: Cool.
Tomas: Hey, where are you living this year?
Eddie: Oh, I got an apartment with some friends.
Tomas: Nice.
Eddie: What about you? Where you living?
Tomas: Eh, I’m in the dorms again.
Eddie: Dorms. That’s not too bad.
Tomas: No, it works.

Part 2: Tomas talks to Yuki.

Tomas: Hey, how’s it going?
Yuki: Oh, hey. You’re in this class too?
Tomas: Yeah.
Yuki: Do you think it’s going to be hard?
Tomas: Hmm. I don’t know. I hope not.
Yuki: Yeah, me too.
Tomas: So ...
Yuki: Oh, here he comes.
Tomas: Who?
Yuki: The teacher.
Tomas: Oh, well, talk to you later, OK?
Part 3: Tomas talks to Dr. Collins.
Tomas: Um, Dr. Collins?
Dr. Collins: Yes? Can I help you with

something?

Tomas: Um, yes. Um, is there, um. Do you have room in your psychology class?
Dr. Collins: Hmm. Psychology. Which class?
Tomas: The one on Monday and Wednesday. Ten to eleven.
Dr. Collins: Psychology 103. Hmm. Yes, I think I have room in that one. You’re in luck.
Tomas: Oh, great. I want to add the class. Can you sign this?
Dr. Collins: Sure. There you go.
Tomas: Thanks, Dr. Collins.
Dr. Collins: You’re welcome. I’ll see you on Wednesday.

INTERACTION LINK

Meet Your Classmates

1. Present the activity. *T: Now you are going to greet your classmates. You are also going to find out some things about each other. First work alone. Match the questions with the squares. Let's do the first one together.* Read the first question in the student book. *T: Do you live near here? What does that match?* Give students time to look over the squares. Elicit the answer. *T: Home, right? Now do the rest on your own.*
2. Have students work individually. Circulate and help as needed. **Option:** With classes of lower proficiency, have students work in pairs, or together as a class.
3. Explain the second step of the activity. *T: Greet each other. Ask the questions. Try to get a different name for each square. Write the names and the answers in the chart.*
4. Model an example with a student. *T: (name). Do you play sports?* Write the student's name and response under hobby. Then have the student ask you one of the questions.
5. Circulate, monitor, and talk to the students. The purpose of this activity is to help the students get to know one another, and to feel comfortable speaking English. Note any difficulties students may be having, but save your corrections for later. After 10 minutes, stop the students. *T: Time.*
6. **Option:** Divide students into groups. Tell them to compare their charts. *T: Compare your charts. Together can you fill in all of the squares?* Then call on students. *T: (name). Tell us two things you learned about your classmates.*

Teaching Tip

Teacher participation in activities is important. It helps the students feel that the teacher is involved even during pair or group work. For this reason, engage in the Interaction Link or other speaking activities whenever possible.

Extensions

Use one of these extension tasks to create an additional speaking activity as time permits. You can assign a different activity for each class, or each group within a large class, or allow students to pick the task that interests them most.

Task 1

Ask students to work in pairs to write their own greeting conversations. Then have them write these as comic strips with illustrations.

Task 2

Work with the students to list on the board the names of various people (such as a politician, a movie star, a famous musician, a family member, a teammate, or a childhood friend). Be sure to include people they would be greeting for the first time as well as people they already know. Help students decide on greetings for these people. Then have students work in pairs to write and practice the conversations.

LEXICAL MAP

By the end of Unit 1, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Topics of Conversation

weather
sports
job
homework
news

Feelings

bored
excited
glad
sad
tired

Greetings

How are you?
How's it going?
Nice/good/pleased to
see/meet you!
What are you doing?
What's up?

Responses

How about you?
Not bad!
Nothing much!
Pretty good!
Cool!

Taking Leave

(I'll) see you (later).
(I've) got to go.
Back to work.
Have a good time.
Take care

UNIT 2: Home

Main Activities: pages 12–14
Interaction Link: page 15
Self Study: page 81

Warm Up: CD 1, track 14
Listening Task: CD 1, tracks 15–19
Real World Listening: CD 1, tracks 20–22

Unit Overview

In this unit students listen to extracts of people describing and giving their opinions of the features of where they live. In the Real World Listening section, they listen to a couple that is looking for a furnished apartment compare two places they find on line. In the Interaction Link, students consider the features that are important to them in deciding where to live.

Vocabulary Focus: Rooms and Furniture

Rooms: living room, kitchen, bedroom, bathroom

Furniture: desk, couch, (king-size) bed, bathtub, lamp, refrigerator (fridge), appliances, sofa, chair, table, poster, window, balcony, carpet

Useful Expressions

What's it like?
That's a good location.
How big is it?
It has ...
It's kind of ...

Concept Check

What kind of place do you live in? What kinds of places do other people live in? How do people choose their living situations? What do people like and dislike about the place they live?

WARM UP

Getting Started (books closed)

- To get students thinking about the features of their homes, play a game. First, name items in the classroom. *T: There is a table. There are bookcases. There is a dictionary.* Next, ask students to tell you what they see. *T: What else do you see?* Write a list on the board.
- Ask students about each item in the list. *T: Is the table big? Is the bookcase small?* Help students say a feature.
- Now play a game. Choose an item, but do not say what it is. Give a clue. *T: It is big.* Help students identify what it is. If more than one item has the same feature, give them another clue. *T: It has books on it.* Elicit the response, "It is a table." Continue for several rounds.

Warm Up

- Start the activity. *T: Open your books to page 12. Look at the pictures at the top of the page. What do you see?* Help students identify what is in each picture. *T: There is a lamp. There is a chair.*
- Present the task. *T: Match the pictures to the sentences. Let's do the first one together.* Read the first item aloud. *T: I need a big desk for all my books. The answer is 7. Find*

picture 7. Now do the rest on your own. Allow students some time to finish.

- T: Now listen and check your answers.* Play the audio (CD 1, track 14). Play the recording again for students to confirm their answers.
- Elicit answers from students. *T: (name). Number two.* Then have pairs practice. *T: Now read the sentences aloud with a partner. Take turns.*
- Model the sentences in Useful Expressions, pausing for students to repeat.

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. *T: Now ask your partner about his or her home. Try to use the Useful Expressions.* Model an example: *T: (name). What's your home like?*

Teaching Tip

Note-taking is an effective way to keep track of mistakes that students make. As you walk around the classroom and listen, take notes. Later, you can use your notes to plan activities.

SCRIPT/ANSWERS

(Answers in **bold**.)

- [J]** I need a big desk for all my books.
- [C]** This couch is great. It's so comfortable.
- [G]** I love my bed. It's really soft.
- [B]** I love to soak in the bathtub after a long day.
- [E]** I need a new lamp in this room. It's very dark in here.
- [F]** Sit in this chair and relax.
- [A]** Here's my new stove. I love it.
- [H]** This table is too small for our family. There are six of us.
- [D]** Look at my new poster. Do you like it?
- [I]** Look out this window. It's a great view.

LISTENING TASK

Preparation Questions

Have student look at the pictures at the bottom of the page. Have them describe the places. *T: Now look at the pictures at the bottom of the page. What does each place look like? What do you think it is like to live there?* Then direct their attention to the people. *T: Look at the pictures of the four people. Who do you think lives in each place?* Ask students to give reasons. *T: Why do you think (Lisa) lives there?*

First Listening

1. Explain the activity. *T: Listen to the conversations. Do the people like their living situations? Check the correct answer. Let's do the first one together.*
2. Play the audio to present the directions and for the first conversation (CD 1, tracks 15–16). *T: Does Joe like his living situation? He says 'Oh, it's great!' so, I really like it is checked. Now let's do the rest.*
3. Play the audio (CD 1 tracks 17–19).
4. Play the audio again for students to check their work (CD 1 tracks 16–19).
5. Elicit answers from students by saying the name of each person and asking students to say the correct answer. *T: (name). Jason? S: It's OK.*
6. **Optional:** Do a follow-up activity substituting third person pronouns. *T: Does Joe like his living situation? S: Yes, he really likes it. T: Does Jason like his living situation? S: He thinks it's OK. Continue.*

Answers

Joe: I really like it.

Lisa: It's OK.

Jason: It's OK.

Steven: I really like it.

Second Listening

1. Explain the activity. *T: Now we're going to listen to the conversations again. This time, mark one thing they like and one thing they don't like. First, read the choices. Give students time to read the choices in the student book.*
2. Play the audio (CD 1 tracks 16–19).
3. Play the audio again for students to check their work.
Optional: Have students check answers in pairs before listening again.
4. Elicit answers from students. *T: (name). Number (one). What does (Joe) like? What doesn't he like?*

Answers

1. + The location. – It's small.

2. + It's big. – It's old.

3. + It has big windows. – It's on a busy street

4. + It's near the ocean. – It's far from the city.

Pairwork

Have students work in pairs to talk about their homes. *T: Think about where you live. Think of one thing you like and one thing you don't like. Ask your partner about his or her home.*

Language Point

In the third conversation, the speaker says “You can't have it all.” Here it means there are trade-offs about any place a person lives. No place is perfect. This expression can be used in many other contexts as well. For example, a high paying job that requires a very long commute, or a terrible hotel room in a great location.

SCRIPT

1. **Sunol:** Hey, Joe. How do you like your new apartment?
Joe: Oh, it's great. It's really close to work. Kind of small, though.
Sunol: Oh?
Joe: Yeah, it's a really small studio apartment. There isn't enough room for a couch and a bed.
Sunol: No?
Joe: No, so I have to sleep on a futon.
2. **Jose:** Hey, Jason. Have you moved yet?
Jason: Yeah, Marci and I bought a new house.
Jose: Oh, great. Congratulations. What's it like?
Jason: Wow, for us, it's really big. It's huge.
Jose: Mm, nice.
Jason: But it's kind of old, so it needs a lot of fixing up.
Jose: Well, if you need any help, let me know.
Jason: Thanks!
3. **Gwen:** Hi, Lisa. Do you like your new apartment?
Lisa: Uh, yeah.
Gwen: Where is it? On Spring Street?
Lisa: No, on Main Street. It's on the second floor, big windows, lots of light.
Gwen: Sounds nice.
Lisa: It's not great. It's on a busy street, so it's kind of noisy.
Gwen: Ah, well, you can't have it all!
4. **Monica:** Hey, Steven. You moved to a new place, right?
Steven: Yes. Last weekend.
Monica: So, how is it?
Steven: Great place. Best place ever. On Mountain Drive. There's a great view of the ocean.
Monica: Nice.
Steven: Yeah, come over and see it sometime.
Monica: Sure, I'd love to.
Steven: Good. It's kind of far from the city though, about a 40–50 minute drive.

REAL WORLD LISTENING

Concept Check

What features are important in a home? Check that students are thinking about the main concepts with questions like these: *What features are important in a home? What makes a home feel comfortable? The furniture? The size? The location?*

Prepare

1. Play the audio (CD 1, track 20) to present the directions.
2. Introduce the activity. *T: Look at the pictures on page 14. What do you see in the pictures?* Have students describe each picture. Help with vocabulary as needed.
3. Present the task. *T: Now write the missing words.* With classes of lower proficiency, this can be done as a class.
4. Give students time to write their answers.
5. Play the audio (CD 1, tracks 21–22). *T: Now listen and check your answers.*
6. Then elicit the answers by pointing to each picture and reading the word or phrase in the book. *T: Big. S: Big refrigerator. Check results. T: Were your answers correct?*

Answers

Apartment 1:

big refrigerator, gas stove, king-size bed, on a busy street

Apartment 2:

old bathtub, tiny kitchen, has a balcony, near a lake

Get the Main Ideas

1. Explain the activity. *T: Listen to the conversation again. Check the correct information for each apartment. Read the answer choices first.*
2. Play the audio about apartment 1 (CD 1, track 21). Pause for students to mark their answers.
3. Play the audio about apartment 2 (CD 1, track 22).

4. Play all the audio for students to check their answers.
3. Elicit answers, using the chart as a guide. *T: What is the rent for apartment 1? Is the kitchen big or small? Continue. T: For apartment 2, is the location good or bad?*
4. For more speaking practice, ask for more details. *T: What street is apartment 1 on? (A: York Drive) How much is the rent for apartment 2? (A: \$850)*

Answers

Apartment 1: Rent–950, Kitchen–big, Appliances–new, Bedrooms–one, Bed–big, Sofa–new, Floor–wood, Location–busy.

Apartment 2: Location–good, Rent–reasonable, Size–small, Furnished–yes, Bathroom–small, Appliances–old, Windows–a lot

Concept Check Follow-up

T: What features in a home are important to Tim and Ronda?

Respond to the Ideas

1. Put students in small groups to discuss the questions in the book. *T: Work together to answer the questions.*
2. Elicit answers from several students. *T: (name). Which apartment would you choose? Why?*
3. Ask students which apartment Tim and Ronda choose. *T: (name) Which apartment do you think Tim and Ronda will choose? Why?* If students don't agree, play the audio again. Remind students to listen for specific details to support their answers.

Language Point

Students might be confused by the words sofa and couch. Both are used for a long piece of comfortable furniture that more than one person can sit on. Bed sizes range from twin (for one person), to double, to queen-size, up to king-size.

SCRIPT

Apartment 1

Ronda: OK, Tim, I found two rental apartments that look pretty good. Can you take a look?

Tim: OK, show me.

Ronda: Here, look. This one is on York Drive, 950 a month, furnished.

Tim: Hmm. 950? I like this one.

Ronda: So here's the inside, and a big kitchen, new appliances, big fridge, new gas stove.

Tim: Hmm, I like that.

Ronda: OK, it also says there's one bedroom, and that it comes with a king-size bed. And there's a new sofa in the living room.

Tim: New sofa, that's good. Nice. What else?

Ronda: Wood floors. No carpets.

Tim: Mm, that's good, I think.

Ronda: Yeah. Oh, here's the map. The location is kind of weird. Look, it's on a really busy street.

Tim: I don't know.

Ronda: Yeah, it'd be noisy.

Apartment 2

Ronda: So, here's the other apartment. This one's on Garden Street, 850 a month.

Tim: That's reasonable. Garden Street. That's a good location, near the lake. What's it like?

Ronda: One bedroom. It looks small.

Tim: Furnished?

Ronda: Yeah. Looks like there's a big couch and a table in the living room.

Tim: What else?

Ronda: Um, the bed's kind of small.

Tim: Yeah, looks like it.

Ronda: Ah. Here's a shot of the bath-

room.

Tim: Ooh, kind of small for both of us, don't you think?

Ronda: Hmm, and that bathtub is kind of old. You know I like to take baths.

Tim: Yeah, I know you do.

Ronda: And—ouch! The kitchen looks tiny.

Tim: And kind of old appliances. Not so good for cooking.

Ronda: Yeah, but it's got a little antique table and two chairs.

Tim: That's all we need, really.

Ronda: Yeah, it's kind of cute. What else?

Tim: Oh, here's the living room, new carpet, and it's got a lot of windows, and this says there's a nice balcony.

Ronda: Hmm ...

INTERACTION LINK

A New Place to Live

1. Present the activity. *T: You need a new place to live. What kind of place would you like? What is more important to you? Look at the chart. Mark your answers under "Me."* Give students time to work alone. Circulate and help students with vocabulary as needed.
2. Put the students in groups of three. Explain the second step of the activity. *T: Now, talk to two classmates. Find out what is important to them.* Have students fill in the chart.
3. Explain the third step. *T: Now work with a new partner. Use the information in your chart. Together decide who is the better roommate for you, Person A or Person B.*

Extensions

Here are some extension tasks to develop the theme of the unit. Use one of these if you have time. You can assign one activity to the whole class, or allow individuals or groups to select the activity that interests them.

Task 1

Have students work together in small groups. Have them go to different apartment rental websites to find the features of several apartments, then make comparisons. They can do this for apartments in their area or in various cities around the world.

Task 2

Have students do a role-play in groups of three. One student is a real estate agent talking to a couple about an apartment that is for rent. Before students begin, review the Real World Listening section. Remind students to refer to the features in the Interaction Link, as well. Write a few questions on the board to help them get started, such as: Is it in a quiet neighborhood? Is it furnished? Are the appliances old or new? Is there good shopping nearby? Circulate as students practice. Call on a group to present their role-play for the class.

LEXICAL MAP

By the end of Unit 2, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Stuff in a Room

desk
bed
bathtub
chair
plants
table
poster
window
stuff
light
fridge
furniture
carpet

Places to Live

apartment
house
place
room
building
countryside
location

Expressions

How do you like ... ?
What's ... like?
It's OK.
... all the (cars) and every-
thing
in the mountains

UNIT 3: Clothing

Main Activities: pages 16–18
Interaction Link: page 19
Self Study: page 82

Warm Up: CD 1, track 23
Listening Task: CD 1, tracks 24–30
Real World Listening: CD 1, tracks 31–32

Unit Overview

In this unit students listen to comments about clothing. They have an opportunity to talk about fashions and colors they like to wear. In the Real World Listening section, they listen to a conversation about what people like to wear to dance clubs. In the Interaction Link, they can share their opinions about fashion choices.

Vocabulary Focus: Clothing and Colors

Items of clothing: jacket, sweatshirt, sneakers, sandals, socks, slacks, dress, jeans, suit, T-shirt, hat, sweater, shirt, cargo pants, tank top, pajamas, polo shirt, high heels

Colors: yellow, green, brown, red, orange, blue, pink, gray, black

Useful Expressions

That looks great on you.
That's a good color for you!
Try a bigger/smaller size.
Is it me?
That's really nice.

Concept Check

How important is fashion to you? What clothes are popular now? What do you like to wear? How do you tell someone that you don't think his or her clothing looks good?

WARM UP

Getting Started (books closed)

1. Walk around the classroom and comment on items of various colors. Direct each comment to a specific student. *T: I like your (yellow) shirt, (name). That's a cool black jacket, (name). Do you like to wear (blue), (name)?*
2. Next, cue the class. *T: Stand up if you are wearing red. Stand up if you are wearing blue. Raise your hand if you are wearing yellow. Raise your hand if you are wearing green.* Continue with eight to ten commands, such as: touch your head, shake your head, turn around, or sit down. Demonstrate each command the first time you give it.

Warm Up

1. Explain the activity. *T: Open your books to page 16. Look at the people. What are they wearing? Unscramble the words. Let's look at the first one together. Hat. H-A-T. Let's do the second one. It's a long word. Right. It's sweatshirt. Write sweatshirt on the board. T: Now try the rest on your own.*
2. Allow students some time to finish. Then check answers. *T: (name). Number 3. S: sandals.* As students say the answers write them on the board.
3. Present the task. *T: Now listen and check.*

4. Play the audio (CD 1, track 23) for students to confirm their answers.
5. Replay the audio, pausing after each line for students to repeat. *T: Let's listen again. Repeat each sentence after you hear it.*
6. **Optional:** To review the colors, have students describe the clothing. Model an example. *T: It's a black sweatshirt.*
7. Model the sentences in Useful Expressions, pausing for students to repeat.

Answers

1. hat 2. sweatshirt 3. sandals 4. jeans 5. high heels
6. jacket 7. polo shirt 8. slacks 9. dress 10. shirt
11. pajamas 12. suit 13. sweater 14. cargo pants
15. socks 16. sneakers

Pairwork

Put the students in pairs. Introduce the activity. *T: What are you wearing now? Tell your partner. Use the Useful Expressions.* Write an example on the board: A: I'm wearing a new black jacket. B: That looks great on you! Allow students several minutes to finish. Call on pairs to present for the class.

SCRIPT

1. Isn't this a cute hat? It's really warm, too.
2. Look at my new sweatshirt. It has my university's logo on it.
3. These sandals are so comfortable. I hate wearing regular shoes.
4. I need a new pair of jeans for school. Mine are torn.
5. I have to wear high heels to work. They really hurt my feet!
6. I want a new jacket. This one is getting old.
7. That's a neat polo shirt. I like the little crocodile logo on it.
8. Wow, these slacks are tight. Too much junk food, I guess.
9. Ooh, that dress! It's so beautiful!
10. Cool T-shirt. What does it say?
11. These pajamas are very soft, very comfortable.
12. I need to wear a suit for my new job.
13. This sweater is so warm. I wear it all winter.
14. My new cargo pants are so cool. They have like a million pockets.
15. I need some new socks. These have holes in them.
16. These sneakers are great. Really comfortable.

LISTENING TASK

Preparation Questions

Introduce the activity. Ask students to pay attention to the pictures. *T: Look at the pictures. What are the people shopping for?* To help the students get started, cue them *T: Find the white shirt. Find the green shoes. What else are they shopping for?*

First Listening

1. Explain the activity. *T: In each conversation two people are shopping. One of them tries to help the other. Listen. What suggestions do the people make? Check the answers.*
2. Play the audio to present the directions and the first conversation (CD 1, tracks 24 and 25). *T: What suggestion does the person make? Right. Try a different color. Now let's do the rest.*
3. Play the audio (CD 1, tracks 25–30). Play the audio again for students to check their work.
4. Elicit answers from students. *T: (name). Number (2). What suggestion does the person make?*

Answers

- | | |
|---------------------------|---------------------------|
| 1. Try a different color. | 4. Try a different color. |
| 2. Try a bigger one. | 5. Try a bigger size. |
| 3. Try a different color. | 6. Buy this one. |

Second Listening

1. Explain the activity. *T: Listen again. Check the comments you hear. First read the answer choices. Give students time to read the answer choices.*
2. Play the audio (CD 1, tracks 25–30). Play the audio again for students to check their work.
3. Elicit answers from students. *T: (name). Number (2).*
Optional: After the student says the answer, pause for the class to repeat.

Answers

- | | |
|------------------------------|--------------------------------|
| 1. "Black look good on you." | 4. "That's a new one." |
| 2. "That's a little small." | 5. "Maybe a little too tight." |
| 3. "I like green." | 6. "It looks good on you." |

Pairwork

Put the students in pairs. Present the activity. *T: Discuss these questions. What clothes are popular now? What colors do you like to wear?* Allow them several minutes to complete the activity. Call on students to share with the class. Model first. *T: I like to wear blue. It's my favorite color.*

Language Point

In all of these conversations one person asks another for an "honest" opinion about an article of clothing. Rather than saying directly they don't like it, they suggest an alternative. The suggestions are a way of nicely saying, "I don't like it."

SCRIPT

1. **A:** So, what do you think of these?
B: Hmm. Pink slacks? I don't know. Maybe you should try these.
A: The black ones?
B: Yeah, black looks good on you.
2. **A:** Hey, hey, hey! Check it out.
B: Uh
A: Isn't this shirt great?
B: Yeah, um. But I think you should try a bigger size. That's a little small.
3. **A:** Tell me. Do you like them?
B: Well, I like green. But green sandals?
A: You don't like them.
B: I didn't say that. But, here're the same sandals in brown.
4. **A:** OK, tell me what you think.
B: Honestly?
A: Yes, honestly.
B: Well, it's, um, interesting. A purple suit? That's a new one.
A: Yeah, doesn't it look great?
B: Um, so gray have it in gray?
5. **A:** What do you think of these jeans? Do you like them?
B: Well, yeah, they're nice, but.
A: But what?
B: Maybe a little too tight.
A: Well, yes, maybe they are a little tight.
B: Mm. Maybe try a bigger size.
6. **A:** Ready? What do you think?
B: Gorgeous. That's a really nice dress.
A: It's not too short?
B: No, it looks good on you.
A: It's not too sexy? I don't know if it's me.
B: No, it's great. You should buy it.

REAL WORLD LISTENING

Concept Check

How important is fashion to you? Make sure students understand the main ideas. You can ask questions like these: *Is fashion important to you? Is it important to your friends? Do you read fashion magazines? What do you think about people who dress fashionably? Would you like people to think that of you?*

Prepare

1. Introduce the Prepare step. *T: Look at the pictures on page 18. Here are some people at a dance club. What are they wearing?* Help students describe the pictures. Help with vocabulary as needed.
2. Play the audio (CD 1, track 31) to present the directions. Give students time to check the words. Ask students which words they checked. *T: (name). What did you check? (name). Do you agree?*
3. Ask students. *T: What clothes do you think Jenny talks about?*
4. Play the audio (CD 1, track 32). *T: Now listen and check your predictions.*
5. Check prediction results. *T: Who was correct? Did she talk about the clothes you expected?* Elicit a simple Yes/No answer at this point.

Answers

Answers will vary.

Get the Main Ideas

1. Explain the activity. *T: Listen to the conversation again. What do guys wear? What do girls wear? Check the correct answers.*
2. Play the audio (CD 1, track 32). Play it again for students to confirm their answers.

3. Have the students work in pairs to compare their charts. First model examples. *T: Guys wear polo shirts. Girls don't wear polo shirts. Guys wear sneakers, but girls don't. Girls wear makeup, but guys don't.* Draw the chart on the board.
4. Have a student come to the board. Call on students. *T: (name) Do guys wear polo shirts?* As the students answer, have the student at the board fill in the chart.
5. Ask follow-up questions. *T: Why does Jenny like to wear these clothes? What kind of jewelry does she like? Why?*

Answers

Guys wear: T-shirts, polo shirts, cargo pants, sneakers, cologne

Girls wear: skirts, jeans, high heels, necklaces, makeup

Concept Check Follow-up

T: Is fashion important to Jenny? How can you tell?

Respond to the Ideas

1. Put students in small groups and have them discuss the questions. *T: Do you like these clothes? What are your favorite clothes? Why?* To get students started, cue them. *T: Think of places you like to go for fun. What clothes do you like to wear there? Why? What colors do you wear to these places?*
2. Ask several students to share their ideas. *T: (name) What are your favorite clothes?* Call on other students to say if they agree. This will keep the whole class listening.

Teaching Tip

Take advantage of every opportunity to make students active participants in the class. Have students discuss questions in pairs or groups before calling on individual students. This will increase their interest in the class discussion.

SCRIPT

Jake: Tell me, what do people wear at clubs at your country?

Jenny: You mean dance clubs?

Jake: Yeah, what do young people wear?

Jenny: These days, kids want to be sexy.

Jake: Sexy? What do you mean?

Jenny: I mean, like wearing a tank top, a top that shows a lot of your skin.

Jake: OK, showing a lot of skin. That's sexy, huh?

Jenny: Yeah.

Jake: What about guys? What do guys usually wear?

Jenny: Guys? They wear casual cargo pants and maybe a polo shirt.

Jake: A polo shirt?

Jenny: Or maybe a cool T-shirt. Some kind of cool logo on it.

Jake: OK, do girls wear cargo pants, too?

Jenny: No, no, never. Girls like short skirts, or jeans, and of course high heels.

Jake: High heels! Aren't high heels hard to dance in?

Jenny: They are actually, but we look so much better with high heels on. We look taller. That's good.

Jake: How about guys? What kind of shoes do they wear?

Jenny: Usually sneakers.

Jake: Well, how about jewelry? Do you wear any kind of jewelry, or accessories, necklaces?

Jenny: I personally don't wear a necklace, but lots of people do. I always wear earrings. Big hoops. Silver ones. Those look really pretty at the clubs. Very shiny.

Jake: How about makeup?

Jenny: Oh, of course. Makeup is really

important, too.

Jake: Ah, I see.

Jenny: Like makeup for eyelashes. You want to have a really strong look for your eyes.

Jake: Lipstick?

Jenny: Definitely. Shiny lip-gloss looks good in the lights, you know.

Jake: Do guys wear makeup, too?

Jenny: I don't think so. Not at the clubs I go to. But they wear perfume. Or how do you say it?

Jake: Uh, cologne?

Jenny: Yeah, cologne. I actually like it when guys wear cologne.

Jake: Well, it sounds like you have a lot of fun at the clubs.

Jenny: Oh, yeah. It's a lot of fun.

Dressing up, meeting people, talking, laughing, dancing.

INTERACTION LINK

Cool or Weird?

1. Present the activity. *T: We are going to talk about fashion. Make sure students understand the words “cool” and “weird.” Ask about an item of clothing you know is popular. For example, ask: Are a lot of people wearing (ripped jeans) this year? When students respond, “Yes”, say: OK, so it’s cool to wear (ripped jeans). Then ask about an item of clothing you know most students will think is weird. For example, ask: Are a lot of people wearing (pink cargo pants) this year? When students respond, “No,” say: OK, so it’s weird to wear (pink cargo pants).*
2. Explain the first step of the activity. *T: Work alone. Look at the people. Which one has a cool “look”? Which one has a “weird” look? Explain the scale. T: Fill in “1” for very cool and “5” for very weird. 2, 3, or 4 are in between. Remind students to give reasons. T: Fill in the line “Why?” for each picture. Give students time to write their answers.*
3. Have students form pairs. Explain the second step. *T: Now work with your partner to compare your answers. See if you agree or disagree about who is cool and who is weird. Ask your partner to give reasons.*
4. Have pairs form groups. Explain the third step. *T: Now work in your groups to compare your answers. Do you all agree about who is cool and who is weird? Remember to give reasons.*
5. Circulate and listen as students compare their ideas. Write down any problems you notice so that you can help the class with them later.
6. To end the activity, compile answers. *T: Group one, is the first person cool or weird? Who else agrees? Raise your hands.*

Teaching Tip

Students often need help organizing themselves in a group activity. One way to help them is to assign roles, such as group leader or group recorder. A group leader makes sure the directions are followed. A group recorder writes down the ideas of the group. The group recorder or another student then reports the group’s ideas to the class. Assigning roles allows each student to contribute to the activity.

Extensions

Use one of these extension tasks to create an additional speaking activity as time permits.

Task 1

Have students use newspapers or magazines written in their home language or in English to get ideas on the latest fashions. Then have them use that information to work in groups to write up short advertisements for the latest fashions. They can then take turns reading their advertisements aloud, like a news broadcast.

Task 2

Give students the following questions. Ask them to share their ideas. *T: Do you notice what other people wear? Do you think wearing fashionable clothes is important? Do you care about what other people think of your “look”? What are some ways to look fashionable without spending a lot of money on new clothes each year?*

LEXICAL MAP

By the end of Unit 3, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Clothing

jacket
socks
dress
suit
hat
makeup

Colors

yellow
green
brown
red
orange
blue
black
pink
gray

Descriptions

loose
popular
comfortable
dirty
cool

Expressions

I didn’t say that.
What do you think of ... ?

UNIT 4: Nationalities

Main Activities: pages 20–22

Interaction Link: page 23

Self Study: page 83

Warm Up: CD 1, track 33

Listening Task: CD 1, tracks 34–39

Real World Listening: CD 1, tracks 40–43

Unit Overview

In this unit students listen to extracts describing the nationalities of a variety of people. In the Real World Listening section, they listen to a traveler, Anna, as she meets different people in London. They hear the names of countries and nationalities as she talks to them. In the Interaction Link, students work in pairs to play a game about where different people and things are from.

Vocabulary Focus: Countries and Nationalities

Countries: Togo, Mexico, China, Iran, Russia, Japan, Spain, Greece, Nigeria, Korea, France, Canada

Nationalities: British, Australian, German, Spanish, Mexican, Chinese, Korean, French, Canadian, Japanese

Useful Expressions

Where are you from?

Where is that?

I don't know where that is.

It's close to ...

I've always wanted to go there.

Concept Check

What are some things you say when you first meet someone? How do you start a conversation with someone from another country? What kinds of things are good to talk about?

WARM UP

Getting Started (books closed)

1. Discuss international travel. *T: What countries have you visited? What countries do you want to visit? Think of at least one country.* Call on different students and compile a list on the board. Help with the names of countries.
2. Discuss the Olympics to get students thinking about names of countries and nationalities. *T: I like the Olympics. What do you like in the Olympics? Who is your favorite athlete? What country is he or she from?*

Warm up

1. Explain the activity. *T: Open your books to page 20. Look at the map. Let's read the names of the countries.* Read each country name, pausing for students to repeat. *T: Now write the names in the boxes on the map.* Give students time to write. *T: Check your answers with a partner.* Go over the answers with the class.

Answers

Left to right: Spain, Togo, Greece, Iran, China, Russia, Japan, Mexico

2. Present the task. *T: Listen. Write where the students are from. Let's look at the names first. Where do you think they are from?* Call on several students to share their predictions.
3. Play the audio (CD 1, track 33). As an option, have students check their answers in pairs. Then play the recording again for students to confirm their answers.
4. Elicit answers from students. *T: Where is (Luis) from?*
5. Model the sentences in Useful Expressions, pausing for students to repeat. *T: Where are you from?*

Answers

Luis: Spain, **Tetsuya:** Japan, **Nick:** Russia, **Ana:** Greece, **Jiang-Lee:** China, **Lalo:** Mexico, **Hamid:** Iran, **Kojo:** Togo

Pairwork

After the Warm Up, move on to the Pairwork activity. *T: Greet two classmates. Say where you are from. Use some of the Useful Expressions.* Write on the board: I'm from ... What part of (Japan) are you from? Allow students several minutes to exchange greetings.

Optional: Ask a few students about their classmates.

T: (name). Where is (partner's name) from?

SCRIPT

I'm an English teacher. My class is very small—just eight students!

Luis is Spanish. He's from Barcelona, Spain.

And Tetsuya is Japanese. He's from Kyoto, Japan.

Then there's Nick. He's Russian. He's from Moscow, the capital of Russia.

I also have a Greek student, Ana. She's from Athens, Greece.

I have one Chinese student. Her name is Jiang Lee. I think she's from Shanghai.

I also have a Mexican student named Lalo. Lalo is from Merida, Mexico.

And there's one Iranian student in my class. Hamid. He's from Tehran, Iran.

And I also have a Togolese student, Kojo. He's from Lome, Togo, in West Africa.

LISTENING TASK

Preparation Question

Tell the students to focus on the picture. *T: Look at the picture on page 21. The people are at an airport. They're waiting for a flight. They don't know each other. What do you think they are talking about?*

Teaching Tip

It's a good idea to have a globe or a world map on hand when discussing countries and nationalities. There are many sources for English maps on the Internet.

First Listening

1. Explain the activity. *T: Listen as they talk to each other. What nationality is the person? Check the correct answer. Let's do the first one together.*
2. Play the audio to present the directions and the first conversation (CD 1, tracks 34–35). *T: What nationality is the person? Right, German. Now let's do the rest.*
3. Play the audio (CD 1, tracks 36–39).
4. Play the audio for all the conversations again for students to check their work (CD 1, tracks 35–39).
Option: Have students compare answers in pairs first.
5. Elicit answers. *T: What nationality is the person?*

Answers

- | | | |
|---------------|------------|-------------|
| 1. German | 3. Spanish | 5. Canadian |
| 2. Australian | 4. Chinese | |

Second Listening

1. Explain the activity. *T: Listen again. This time, listen for the topic of each conversation. What is the main thing they talk about? Before you listen, read the answer choices.*
2. Play the audio (CD 1, tracks 35–39). Play it again for students to check their work.
3. Elicit answers from students. *T: (name) In conversation (one), what is the topic?* If students don't agree, play the recording again.

Answers

1. newspaper
2. Australian beaches
3. borrowing a phone
4. a delayed flight
5. speaking French

Pairwork

Start the activity. *T: What things do you talk about when you first meet someone? What are safe topics?* Put students in pairs to discuss the question. Call on students. *T: (name). What things do you talk about?* Write the topics on the board.

SCRIPT

- | | | |
|---|--|---|
| 1. A: Hi. Can I read your newspaper?
B: Well, yes, but this newspaper is in German.
A: Oh, that won't work! I can't read German.
B: But, wait. I have another news paper in English in my bag.
A: Thanks.
B: Here.
A: That's very nice of you. So, you're from Germany?
B: Yes, uh huh, that's right.
A: What part of Germany?
B: Munich.
A: Ah. | 3. A: I'm sorry, excuse me.
B: Mm hmm?
A: Can I use your cell phone to make a quick call? My phone doesn't work here.
B: Sure. Here you go.
A: Thanks.
B: Um, where are you from?
A: I'm from Barcelona. I'm not calling Spain, though.
B: No problem. Take your time.
A: It will just take a minute. Thanks. | B: Ah, I hear that Shanghai is a beautiful city.
A: Oh, maybe. Yes. |
| 2. A: Actually, I don't know what that is.
B: Hi, um, I just heard you talking to your son. Are you British?
A: No, no, we're Australian.
B: Australian, eh? From Sydney?
A: We're from Melbourne actually.
B: Oh, cool. Yeah, I've always wanted to go to Australia.
A: Oh, yeah?
B: The beaches are great, I hear!
A: Yeah, they are. There's lots to do there. | 4. A: Excuse me.
B: Mm hmm.
A: What did that announcement just say?
B: Oh, the flight to Shanghai. I think they said, "New departure time, 6:30."
A: Ah, delayed.
B: Yeah, delayed. So, you're on that flight?
A: Yes, that's right.
B: Going home?
A: Yes, I'm Chinese. Going home to Shanghai. | 5. A: Um, excuse me.
B: Mm hmm?
A: Do you mind if I look at your magazine?
B: Sure, here. It's in French. It's OK?
A: Uh, yeah. I studied French in school. It'll be good practice. Thanks. Um, it's a little too hard for me. So, are you from France?
B: No, I'm from Montreal. I'm Canadian.
A: Are you on flight 405, too?
B: Yeah, long wait, eh? |

REAL WORLD LISTENING

Concept Check

How do you start a conversation with someone from another country? Check student understanding with one or more of the following questions. *T: What are some things you say when you first meet someone? Do you think it is difficult to talk to someone from another country? What are some safe topics?*

Prepare

1. Introduce the Prepare step. *T: Look at the pictures on page 22. Rachel is visiting London. Elicit from students what she might do there. T: What do you think she'll do in London? Continue. T: She meets some people: Hiro, Miguel, Silvia. Where do you think they're from?*
2. Play the audio (CD 1, track 40) to present the directions. *T: Here are some parts of Rachel's conversations. Now match the lines. Let's do the first one together. Hi. Is this seat taken? What is the answer? Right, "No, it's free."*
3. Play the audio once (CD 1, tracks 41–43). *T: Now listen.*
5. Read each question. Elicit the responses from students. Write the letters of the answers on the board.

Answers

1. d 2. e 3. f 4. c 5. b 6. a

Teaching Tip

The questions Rachel asks are all examples of “safe questions” used to start a conversation. Matching the lines will help student make predictions about the conversations Rachel has and help them focus on ways to initiate and keep a conversation going in these types of situations.

Get the Main Ideas

1. Present the directions. *T: Listen to the conversations again. Fill in the chart. First, read over the chart.* Give students

time to think about how to complete the chart.

2. Play the audio (CD 1, tracks 41–43). Pause for students to fill in the chart. Play the audio again for students to check their answers.
4. Elicit answers from students. *T: Where is Hiro from?*

Answers

Hiro: Japan; the (United) States, San Francisco

Miguel: Mexico; guidebook, great

Silvia: Italy; map, the Tower of London, fabulous

Language Point

In Part 2, Miguel asks Rachel if she is from “the States,” a short form for the United States. Miguel tells Rachel to “hang on” as he checks his guidebook. Help students use the context to guess this means “wait a minute.”

Concept Check Follow-up

Did Rachel start her conversations with “safe” topics? What were they? Help students identify the safe topics here (a seat, a guidebook, a map).

Respond to the Ideas

1. Present the activity. *T: How can you describe each person? Present some examples using the adjectives. T: (My friend) is curious. He's always asking questions. (My friend) is warm and friendly. She's so nice!*
2. Put students in small groups. Give them time to share their ideas. Circulate and monitor them.
3. Play the audio again (CD 1, track 41–43). Ask students to think about how to describe the people as they listen.
4. Call on students to share their ideas. *T: How would you describe Miguel? Why do you think Miguel is (helpful)?*

SCRIPT

Part 1: Rachel meets Hiro.

Rachel: Hi. Is this seat taken?

Hiro: No, it's free.

Rachel: Thanks.

Hiro: Oh, you're from the States?

Rachel: Yes, I'm from San Francisco.

Hiro: Ah, I love San Francisco.

Rachel: Are you American?

Hiro: No, I'm Japanese, but I lived in the States before.

Rachel: You're Japanese then?

Hiro: Right.

Rachel: What part of Japan are you from?

Hiro: I'm from Kyushu in western Japan.

Rachel: I learned this one expression in Japanese. *Yoroshiku*. How's my pronunciation?

Hiro: Um, not bad.

Part 2: Rachel meets Miguel.

Rachel: Excuse me. Do you know which stop is for the Tower of London?

Miguel: Sorry. Sorry. I don't. I'm just a visitor here.

Rachel: Oh, I'm visiting, too.

Miguel: I can get my guidebook. Hang on. Tower of London. That's the next stop, Tower Hill.

Rachel: Thanks.

Miguel: So you're from the States?

Rachel: Yes, San Francisco. How about you?

Miguel: I'm Mexican. I'm from Monterrey.

Rachel: Oh, cool. Well, how do you like London?

Miguel: It's great. Oh, here's your stop.

Rachel: Thanks. See you.

Part 3: Rachel meets Silvia.

Rachel: Excuse me. Excuse me. You dropped your map.

Silvia: Oh, oh. Thank you.

Rachel: Are you a tourist, too?

Silvia: Yes, I am. I'm from Italy.

Rachel: Oh, interesting. Are you from Rome?

Silvia: No, I'm from Florence.

Rachel: Oh, I see. And are you going to visit the Tower of London?

Silvia: Yes, I am. Come on. Let's walk together.

Rachel: What do you think of London so far?

Silvia: I think it is fabulous.

INTERACTION LINK

Where's It From?

1. Put the students in pairs. Present the activity. *T: Now we are going to play a game. Here is how you play. Take turns talking about the words in the squares. If you know where the item is from, you get the square. If you get five squares in a row, you win.*
2. Do an example. *T: I choose Stonehenge. That's from England. It's British, right? So, I get that square.*
3. Explain to students how to mark the squares. *T: Use small pieces of paper to mark the squares. Write your name on them. Put a piece of paper on each square you get.*
4. Circulate as students play. Allow students to play for 10-15 minutes. Then ask for results. *T: Who got 5 in a row?*
5. Review answers. *T: Where is Napoleon from? Ask students if they have questions about any of the items. Call on other students to answer the questions, if possible.*

Answers

Top row: France, India, China, Malaysia, China

2nd row: Hawaii, Germany, Australia, Peru, United States

3rd row: Italy, Egypt, U.S., China (Hong Kong), Australia

4th row: India, England, Brazil, France, Malay Archipelago (includes Indonesia)

Bottom row: Argentina, Korea, Russia, U.S., Mexico

Teaching Tip

Having students use real-world knowledge in the classroom enables them use English for real communication, not just language practice.

Extensions

Here are some extension tasks to develop the theme of the unit. Use one of these if you have time. You can assign one activity to the whole class, or allow individuals or groups to select the activity that interests them.

Task 1

Have students work in small groups to present information about the items in the game. Assign a row to each group, and have the group then choose three items in the row to talk about. Have them use the Internet or other resources to find three pieces of information for each item. Then play a game. Have groups take turns presenting information about an item. The other groups listen and guess the item. Example: They're in Kuala Lumpur. They were built in 1996. They're the tallest buildings in the world. (A: The Petronas Towers.)

Task 2

Have students work in groups to come up with ideas for an international weekend festival. Have them create a schedule that includes food, world music, dancers, and entertainers from all over the world. They can use their own information or the Internet to gather ideas. Ask groups to present their ideas to the class.

LEXICAL MAP

By the end of Unit 4, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Places

France
Germany
China
Africa
Australia
Italy
Spain
Japan
Russia

Nationalities

English
French
British
American
German
Italian
Chinese
Japanese
Spanish
Australian

People

friendly
warm
funny
helpful
quiet

Expressions

I don't know where ... is.
Where's that?

UNIT 5: People

Main Activities: pages 24–26
Interaction Link: page 27
Self Study: page 84

Warm Up: CD 1, track 44
Listening Task: CD 1, tracks 45–49
Real World Listening: CD 1, tracks 50–51

Unit Overview

In this unit students listen to extracts containing descriptions of the physical and personality characteristics of different people. In the Real World Listening section, they play a game, “People Bingo,” in which they listen for the physical descriptions of the people on the game board. In the Interaction Link, students decide on the features for lead characters in a movie, and then do a role-play.

Vocabulary Focus: Adjectives to describe people

Face: handsome, pretty, good-looking, cute

Hair: short, long, brown, blond, curly, wavy, straight, bald

Body: tall, short, thin, heavy, chubby, medium-height

Personality: outgoing, friendly, interesting, funny, boring, warm, intelligent, patient, confident, cool

Useful Expressions

Tell me about ...

She’s a little chubby.

He has short brown hair.

She’s really friendly.

He’s fun to be with.

Concept Check

What does your appearance say about you? Do you think your appearance is important? Do people judge you by your appearance? Do you judge others by their appearance?

WARM UP

Getting Started (books closed)

1. Introduce the key vocabulary of the unit using pictures and pantomime. Bring in pictures of people or make drawings on the board. For each person, talk about one feature at a time. *T: He has (short) hair. He is (tall). She has (curly hair). She is (tall). He has (blond hair). He is (short).* Have students repeat.
2. Next, circulate around the room and stop at different students. Elicit descriptions from the rest of the class. For example, ask a student to stand up, then help the students say, “He is tall,” or “He is short.” Or, point to a student’s hair and elicit, “It is brown,” or “It is straight.”

Warm Up (books open)

1. Begin the activity. *T: Open your books to page 24. Look at the people. What do they look like?* To help students get started, write on the board: He is .../She has ... Model examples. *T: She is tall. He has dark hair.* Call on students. Write their sentences on the board and have the class repeat.
2. Present the task. *T: Read the words. Write them in the correct column. Let’s do one together. Chubby. Who knows what chubby means? A little bit fat, so write chubby under body. Now do the rest.* Have students work on their own or in pairs.
3. *T: Now listen and check.* Play the audio (CD 1, track 44). Then play the recording again for students to confirm their answers. **Optional:** Have students check answers

in pairs before playing again.

4. Draw the chart on the board. Call on students to come to the board and fill in the chart. *T: (name). Write the words that describe (body).* Have the class check their work. Answer any questions students have. Check understanding. *T: Look at the pictures. Is anyone bald?*
5. Replay the audio, pausing after each line for students to repeat. *T: Let’s listen again. Repeat each sentence after you hear it.*
6. Model the sentences in Useful Expressions, pausing for students to repeat. Then write on the board the name of someone very familiar to the students. *T: Tell me about (that person).*

Pairwork

Put the students in pairs for the Pairwork activity *T: Look at the people above. Describe a person to your partner. Can your partner guess who it is? Take turns.* Allow students several minutes to complete the activity. **Optional:** Call on a few students to describe a classmate. Have the rest of the class guess who it is.

Teaching Tip

Using the board to model the language students need to do an activity makes it easier for them to concentrate on communicating with each other. They only need to glance at the board to get the phrases they need to continue.

SCRIPT/ANSWERS

Body: He’s kind of chubby. She’s so thin. He’s really tall.

Hair: She has long curly hair. He’s almost bald. She has straight blond hair. He has short, brown hair.

Face: She’s pretty. He’s good-looking.

Personality: She’s shy. He’s funny. He’s outgoing. She’s friendly.

LISTENING TASK

Preparation Questions

1. Have students look at the pictures. Help students describe the people. *T: Look at the people. What do the people look like?* For each picture call on different students to each say a feature. This will help them all listen actively.
2. Next, ask students to predict each person's personality. Point to a picture. *T: What do you think (she) is like?*

Teaching Tip

Using pictures to build background is very important. Have students familiarize themselves with the pictures before they do an activity so that they have a better idea of what they might hear.

First Listening

1. Present the task. *T: Listen to the conversations. Who are the people talking about? Let's do the first one together.*
2. Play the audio to present the directions and the first conversation (CD 1, tracks 45–46). *T: What's her name? Right. Denise. What does she look like? She's pretty with wavy blond hair. Now let's do the rest.*
3. Play the audio (CD 1, tracks 46–49).
4. Play the audio again for students to check their work.
5. Elicit answers by pointing to each picture. *T: (name) What name did you write under this person?* Write the names on the board.

Answers

1. Denise 2. Tim 3. Kate 4. Grant

Second Listening

1. Present the task. *T: Listen again. This time, answer the question, What are the people like? Are they nice? Are they funny? Are they friendly?* Remind students they need to write at least two things for each person.
2. Play the audio (CD 1, tracks 46–49). Play it again for students to check their work.
3. Put students in pairs and have them compare answers. *T: Work with a partner and compare your answers. You might have different answers.*
4. Elicit answers from students. *T: (name). What is (Denise) like?* Write the student's answers on the board. Tell the class to listen carefully, and add any other details they heard. If students disagree, replay the audio.

Answers

May vary, but should include:

Denise: fun to be with, very friendly, happy

Tim: sweet, warm (friendly), intelligent, patient

Kate: interesting, quiet, thoughtful, very intelligent, a little mysterious

Grant: cool, artistic, an art major

Language Point

There are many words in English used to describe weight. People with low weight can be described as: thin, slim, skinny, in shape. "Buff" and "built" are used to for people who have big muscles because of physical exercise. People with a higher body weight can be described as: heavy, fat, chubby, out of shape. The words "thin" and "heavy" are fairly neutral and safe to use in most contexts.

SCRIPT

1. **A:** Tell me about your girlfriend.
B: Denise? Well, she's pretty tall, and she has wavy blond hair.
A: Is she pretty?
B: Mm, I think so! And she's fun to be with, a very friendly person.
A: Oh, really?
B: Yeah, and she has a nice big bright smile all the time.
2. **A:** Cheryl, tell me about your boyfriend.
B: Tim?
A: Yeah, what's Tim like?
B: I think he's really sweet, very warm person, and he's also intelligent.
A: Uh huh.
B: And very patient, too.
A: That's good. So what does he look like?
B: Tim? Well, he's not too tall, and a little on the heavy side, I guess, and he's got short black hair, and wears glasses. He's very cute.
3. **A:** I met this really interesting woman last night.
B: Oh, yeah? Tell me about her.
A: Well, we kind of hit it off. Her name's Kate. She's quiet, a little mysterious maybe, but very thoughtful, very intelligent, very quiet.
B: You already said that.
A: Oh.
B: What does she look like?
A: She's tall and thin, really thin, long wavy black hair.
B: And interesting, you say?
A: Yeah, I really like her.
4. **A:** I met this really cool guy last weekend.
B: Oh, yeah? Who?
A: His name is Grant. He's a student at UCLA. An art major.
B: Where did you meet him?
A: At the Getty Museum.
B: And what's he like?
A: Well, he's really tall, and has this wavy brown hair and glasses—very cute.
B: That's what you like about him? His looks?
A: No, no, no. He was just really cool, very artistic guy. You know.

REAL WORLD LISTENING

Concept Check

What does your appearance say about you? It's important that students are thinking about the key concepts underlying the Real World Listening extract. Here are some questions to stimulate their thinking: *Do you think how you look is important? Do you think others judge you by how you look? Do you think it is a factor in getting a job or a date? What are some reasons that people change the way they look?*

Prepare

1. Play the audio (CD 1, track 50) to present the directions.
2. Direct the students' attention to the photographs.
T: Look at the pictures on page 26. What do the people look like? Have the students work in pairs to each describe one person. Write the following on the board for students to refer to: He has (dark hair). She is (tall).

Get the Main Ideas

1. Explain the activity. *T: Now we are going to play People Bingo. Listen. Who are the people? Check the pictures. If you get three in a row, you win.* To confirm understanding, draw three small boxes on the board. Make a checkmark in each box, and then say "Bingo!" Ask students if they have any questions.
3. Play the audio (CD 1, track 51) for students to play.
4. Play it again for students to confirm their answers.

Answers

Order presented: 3, 9, 7, 1, 5

Bingo: 1, 5, 9

Concept Check Follow-up

T: What do you think the people in the People Bingo game are like? Did you judge them by their clothes? Their hairstyle? By what they are doing?

Respond to the Ideas

1. Present the activity. *T: Play People Bingo with a partner. Take turns.* Circulate as students play.
2. Have students switch partner and continue to play.
3. As a wrap-up, play as a class. Choose four or five people in the pictures to describe to the class.

SCRIPT

Hello, everyone, and welcome to People Bingo. I'm your host, Cliff Parker. Here's how the game works. I give the clues, you guess the person. Make an X on the square, and if you get three in a row, that's Bingo! And you win the game.

Are you ready? Well, ready or not, it's time to start People Bingo! Let's begin.

First, this person is tall and thin, and is wearing jeans and a T-shirt. The T-shirt is white with blue sleeves. And she has very long hair.

Next, this person has short dark hair and is wearing a pair of white shorts, and he has on a blue Hawaiian shirt with flowers on it.

Next, this person has long dark hair, and she's wearing a black dress and a white sweater over it.

Next, this person has blond hair and is wearing jeans, and he's also wearing a white sweater.

Next, this person is wearing baggy jeans and a red T-shirt. He's also wearing a red cap.

And we have a winner. Congratulations!

INTERACTION LINK

Casting Call

1. Explain the activity. *T: Work with a partner. You want to make a movie. There are three steps: first, decide what kind of movie; second, decide what you want the actors to look like; and third, you need to get a movie studio to agree to make the movie.*
2. Put the students in pairs. Explain the first step. *T: What kind of movie are you going to make?* Give pairs time to decide what kind of movie. Circulate and answer any questions about vocabulary.
3. Explain the second step. *T: What do you want the lead actors to look like? Write down the features, then make a drawing of each actor. Think about what type of movie it is, and what "look" you want each actor to have.*
4. Circulate and listen as pairs work together to decide on the features, write the features down, and make their drawings. Tell students who are uncomfortable drawing that a list of features plus a very simple drawing is fine.
5. Have pairs form groups of four. Present the next step. *T: Pair one, you visit the movie studio. You present your characters and your movie idea. Pair two, you work for the movie studio. Decide if you think the features work for the characters. Make suggestions for changes. Then decide if you want to make the movie.*
6. Tell students to switch parts. *T: When you are finished, switch parts.*
7. Circulate and listen as groups work. If time permits, ask pairs to share with the class what their characters look like.

Extensions

Use one of these extension tasks to create an additional speaking activity as time permits. You can assign a different activity for each class, or each group within a large class, or allow students to pick the task that interests them most.

Task 1

Have pairs who worked together in the Interaction Link write a dialogue between the actors. Have them choose parts and practice the conversation. After they practice, call on pairs to present to the class. Have students use props.

Task 2

In pairs have students play a guessing game. Have them take turns thinking of someone in the classroom. One partner asks questions. The other partner answers only yes/no until the partner guesses who it is. Provide sample questions: Does (she) have short hair? Is he wearing jeans? Does she like (pink)? For added challenge, have them give descriptions of celebrities such as musicians, actors, or athletes.

LEXICAL MAP

By the end of Unit 5, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Descriptions

short
straight
pretty
warm
quiet
heavy
interesting
tall
thin
sweet
cool
friendly
patient
attractive
boring
confident
blue eyes
dark eyes

Modifiers

kind of
almost
pretty
not too
a little

Expressions

Tell me about ...

REVIEW UNIT 1: (Units 1–5)

Part 1: pages 28–29
Part 2: pages 30–31

Part 1 Audio: CD 1, track 52
Part 2 Audio: CD 1, tracks 53–62

Unit Overview

In this unit students revisit the vocabulary, expressions, constructions, and concepts they learned in Units 1–5. The Review Unit is included to give the students an opportunity to review the material and to ask questions, as well as to provide them with practice in taking standardized tests.

Topics

- Unit 1. Greetings
- Unit 2. Home
- Unit 3. Clothing
- Unit 4. Nationalities
- Unit 5. People

REVIEW

Before the Review

Before students listen to the Review Unit, take some time to review Units 1–5. This can be done in the following ways:

1. Have students work in pairs. Ask them to read aloud each Warm Up section, and then look over the other sections.
2. Work together as a whole class to review one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for each unit. This will help students to recall the language they learned in the Listening Task and the Real World Listening sections as well.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

Introducing the Review

Present Review Unit 1 after students have completed Unit 5.

1. Have students turn to page 28 in the Student Book. Present the activity. *T: Now we are going to do a review of Units 1 to 5. Explain how the review is organized. T: Before you listen, let's look at the review. The review has two parts. In Part 1, you listen and fill in the missing words. Write the words on the lines. In Part 2, you will hear ten conversations. Listen to each conversation. Then answer the question. Circle the answer. Remember in Part 1 to write your answers clearly, and in Part 2 to make a dark and complete circle.*
2. Check understanding. *T: Are there any questions?*
3. Explain the scoring. As you present the information orally, write it on the board as well. *T: Part 1 is 30 points. An exact answer is 2 points, an almost correct answer is 1 point, and an incorrect answer is 0 points. Write an example on the board: Good morning! _____ it going? For an exact answer, write "How's" or for an almost correct answer, write "How." Explain that there is no 's so it's only one point. For a wrong answer, write, "Where" and draw an "x" through it. Continue. T: In Part 2, each question is 2 points. If your answer is correct, you get 2 points. If it is not correct, you get 0.*
4. Demonstrate how to circle an answer correctly. Write "b" on the board. *T: The answer is "b." Make a complete circle around the letter b. Remind students that if they*

don't mark answers clearly, they can lose points on a standardized test.

Note: You may want to "weight" the scores differently by assigning more or fewer points to each item.

Presenting the Review

1. Present Part 1. *T: Now look at Part 1. Hearing the correct words. Listen and write the missing words. Before students listen, have them read over the items. T: First read the questions in the book. Give students time to read silently.*
2. Play the audio (CD 1, track 52) as students write their answers.
3. Play the audio again as students check their work.
4. Present Part 2. *T: Now look at Part 2. Understanding conversations. Listen to each conversation. Then circle the correct answer. Before students listen, have them read over the items. T: First read the questions and answer choices in the book. Give students time to read silently.*
5. Play the audio (CD 1, tracks 53–62) as students listen and circle their answers.
6. Play the audio again as students check their work.
7. Have students work in pairs to compare answers.
8. Correct answers as a whole class. Elicit answers from students. *T: (name). Part (1), number (1).*
9. As a final check, use the answer key to read the answers aloud for the whole class or write the answers on the board, depending on the level of the class.
10. **Optional:** Play the audio for Part 2 (CD 1, tracks 53–62). Pause after each conversation, and ask additional questions, such as:
 - Conversation 1:** How does he greet Tony?
 - Conversation 2:** Does she say "How's it going?" or "How are you doing?"
 - Conversation 3:** Does he sleep on a bed or a futon?
 - Conversation 4:** When did he move?
 - Conversation 5:** Does he like black more than pink?
 - Conversation 6:** Do they both think the jeans are too tight?
 - Conversation 7:** Who was she just talking to?
 - Conversation 8:** What flight are they on?
 - Conversation 9:** What kind of smile does she have?
 - Conversation 10:** What color is his hair?

REVIEW UNIT 1: (Units 1–5)

Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Use students' scores to help you decide in which units to do additional review.
3. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class.
4. Ask students to think about their progress. *T: Think about your goals for studying English. What are two things you will try to do to improve your English?*
5. Review test-taking techniques. *T: Look at your answers in Part 1. Did you lose points because you didn't write complete words? Look at your answers in Part 2. Did you mark your answers clearly?*

Teaching Tip

Point out to the students that on a standardized test it is important to read the directions carefully and to mark their answers clearly and completely. Explain it is also important to understand how many points each question is worth. This will help them in their time management as they take a test.

Modifying the Presentation

The presentation of the Review Unit can be modified depending on the level of a class.

To make the Review Unit less challenging, do it together as a whole class activity. Play each item, then pause and answer together.

To make the Review Unit more challenging, keep student books closed. For Part 1, have students write the complete sentences as a dictation rather than just writing the missing words. For Part 2, read each question in the student book aloud. Have students listen and then formulate their own written response rather than just identifying the correct response from the answer choices provided in the student book.

REVIEW UNIT 1: (Units 1–5)

SCRIPT

Part 1

1. Hi, Tom. How are you doing?
2. Hello, I'm Alicia Martin, from Digicom.
3. Hi, how's it going?
4. I need a big desk for all my books and papers.
5. I have a great view of the lake.
6. That shirt looks great on you.
7. That's a good color for you!
8. That jacket is too big. Try a different size.
9. Nice to meet you, Hana. Where are you from?
10. You're from Monaco? Where is that?
11. It's close to France.
12. What does Alice look like?
13. She's tall and has long curly hair.
14. What is she like?
15. She's really friendly.

Answers

1. How are
2. I'm, from
3. it going
4. big desk
5. great view
6. shirt
7. good color
8. size
9. you from
10. Where is that
11. close to
12. look
13. tall, curly
14. like
15. friendly

REVIEW UNIT 1: Units 1–5

SCRIPT

Part 2

1. **A:** Hey, Tony, what's up?
B: Not a whole lot.
A: How's the job going?
B: Ah, it's going fine.
A: That's good.
B: Yep.
A: Well, got to go.
B: Yeah, me too. Back to work.
A: Yep.
B: Well, see you.
2. **A:** Hi, Cara.
B: Hi, Lisa. How are you doing?
A: Fine. How about you?
B: Pretty good.
A: How's your math class going?
B: Oh, it's kind of hard, but I like it. A lot of home work.
A: Yeah, homework. Well, keep at it.
B: I'll try to.
A: See you.
B: Bye.
3. **A:** Hey, Joe. How do you like your new apartment?
B: Oh, it's great. It's really close to work. Kind of small, though.
A: Oh?
B: Yeah, it's a really small studio apartment. There isn't enough room for a couch and a bed.
A: No?
B: No, so I have to sleep on a futon.
4. **A:** Hey, Steven. You moved to a new place, right?
B: Yes. Last weekend.
A: So, how is it?
B: Great place. Best place ever. On Mountain Drive. There's a great view of the ocean.
A: Nice.
B: Yeah, come over and see it sometime.
A: Sure, I'd love to.
B: Good. It's kind of far from the city though, about a 40–50 minute drive.
5. **A:** So, what do you think of these?
B: Hmm. Pink slacks? I don't know. Maybe you should try these.
A: The black ones?
B: Yeah, black looks good on you.
6. **A:** What do you think of these jeans? Do you like them?
B: Well, yeah, they're nice, but.
A: But what?
B: Maybe a little too tight.
A: Well, yes, maybe they are a little tight.
B: Mm. Maybe try a bigger size.
7. **A:** Hi, um, I just heard you talking to your son. Are you British?
B: No, no, we're Australian.
A: Australian, eh? From Sydney?
B: We're from Melbourne actually.
A: Oh, cool. Yeah, I've always wanted to go to Australia.
B: Oh, yeah?
A: The beaches are great, I hear!
B: Yeah, they are. There's lots to do there.
8. **A:** Um, excuse me.
B: Mm hmm?
A: Do you mind if I look at your magazine?
B: Sure, here. It's in French. It's OK?
A: Uh, yeah. I studied French in school. It'll be good practice. Thanks. Um, it's a little too hard for me. So, are you from France?
B: No, I'm from Montreal. I'm Canadian.
A: Are you on flight 405, too?
B: Yeah, long wait, eh?
9. **A:** Tell me about your girlfriend.
B: Denise? Well, she's pretty tall, and she has wavy blond hair.
A: Is she pretty?
B: Mm, I think so! And she's fun to be with, a very friendly person.
A: Oh, really?
B: Yeah, and she has a nice big bright smile all the time.
10. **A:** Guess what? I met this really cool guy last weekend.
B: Oh, yeah? Who?
A: His name is Grant. He's a student at UCLA. An art major.
B: Where did you meet him?
A: At the Getty Museum.
B: And what's he like?
A: Well, he's really tall, and has this wavy brown hair and glasses—very cute.
B: That's what you like about him? His looks?
A: No, no, no. He was just really cool, very artistic guy. You know.

Answers

- | | |
|------|-------|
| 1. b | 6. a |
| 2. b | 7. b |
| 3. c | 8. a |
| 4. a | 9. a |
| 5. b | 10. a |

UNIT 6: Family

Main Activities: pages 32–34
Interaction Link: page 35
Self Study: page 85

Warm Up: CD 1, track 63
Listening Task: CD 1, tracks 64–70
Real World Listening: CD 1, tracks 71–75

Unit Overview

In this unit students listen to a girl talking about family photos. In the Real World Listening section, they listen to descriptions of four families from a TV show. In the Interaction Link, students have an opportunity to share information about their own families.

Vocabulary Focus: Family

Family members: brother, sister, mother, father, grandmother/grandma, grandfather/grandpa

Relationships: wife, husband, son, daughter, parent, grandparent, aunt, uncle, cousin, niece, nephew

Useful Expressions

We're really close.
We get along pretty well.
There are four people in my family.
There are five of us.
We live together.

Concept Check

Who really makes up your family? Do you have to be related by birth to be family? What do families do together?

WARM UP

Getting Started (books closed)

1. Introduce or review words for family members by briefly asking the students about their families. Walk around the room and ask questions. *T: Do you have a younger sister? Do you have an older brother? What is your grandmother's name?* Ask about aunts, uncles, and so on.
2. Introduce the idea that sometimes family members have special names (nicknames) for one another. Ask questions. *T: What does your mother call you? Do your grandparents have a special name for you?* Model the response. *T: My mother calls me ... My grandparents call me ...*

Warm Up

1. Introduce the activity. *T: Open your books to page 32. Look at the people. Find Emily. See, it says "me" under Emily. These people are all in Emily's family. Look at Emily's family tree. How are the people related to Emily?* Read the list of words with the students.
2. Have students work alone or in pairs to write the words in the family tree.
3. Present the task. *T: Listen and check your answers.* Play the audio (CD 1, track 63).
4. Play the audio again for students to confirm their answers.
5. Elicit the answers. *T: (name). Who is (Scott)?*
6. Model the sentences in Useful Expressions, pausing for

students to repeat. Present the terms immediate family and extended family. Immediate family is the primary family of mother, father, sister(s), and brother(s). Extended family includes grandparents, aunts, uncles, and so on. "There are (four) people in my family" refers to immediate family.

Answers

Scott: father/dad	Todd: husband
Sue: mother/mom	Penny: niece
Jimmy: brother	Hugo: uncle
Barb: sister	Alicia: aunt
Horace: grandfather	Jane: cousin
Claire: grandmother	Michael & Jordan: nephews

Pairwork

Put students in pairs for the Pairwork activity. *T: Draw your own family tree. Show it to your partner. Take turns.* Allow students time to complete the activity. Circulate and help.

Teaching Tip

As students work together, listen and take notes on pronunciation problems or any other difficulties you observe. At the end of the activity, use your notes to work with the whole class on the problems you noticed.

SCRIPT

1. My father's name is Scott. He's a cool dad. We get along pretty well.
2. My mom's name is Sue. She's a nurse in a doctor's office. She's really busy.
3. Jimmy is my little brother. He's still really annoying.
4. Barb is my older sister. She's two years older. She's married to Jason.
5. My grandfather is Horace. All he does is play golf.
5. My grandmother is Claire. She plays golf, too, and buys me lots of things.
6. Todd is my husband. We got married in Hawaii in 1999.
7. And there's Penny, my niece. She's my older sister, Barb's daughter.
8. Hugo is my uncle. He's my mom's brother. He's married to my Aunt Alicia.
9. Jane's my cousin. She's my uncle Hugo and my Aunt Alicia's daughter.
10. Barb just had a baby. A boy. My nephew's name is Michael. They have another son, too. His name is Jordan.

LISTENING TASK

Preparation Question

Start the activity. *T: Look at the pictures. These are all family pictures of Beth at different ages. Find Beth in each picture.*

Point to a picture. Elicit answers from students.

T: (name). What does Beth look like here? How old do you think she is? Next ask students to predict who the people are.

T: (name). How are the people related to Beth? Help students make a “good guess” by using details in each picture.

First Listening

1. Explain the activity. *T: Listen to Beth talk about her family. Match the conversation to the correct picture. Number the pictures and write Beth's age.*
2. Play the audio to present the directions and the first conversation. (CD 1, tracks 64–65). Pause after the first conversation. *T: Look at picture #1. How old is Beth? Nine. Right. Now let's do the rest.*
3. Play the audio through (CD 1, tracks 66–70) as students write.
4. Play the audio again for students to check their work (CD 1, tracks 65–70).
5. Elicit answers from students by pointing to each picture and asking students to say the number and the age they wrote down. *T: (name). What is this number? How old is Beth here?*

Answers

Top row: 1. age 9 3. age 21 2. age 17

Bottom row: 5. age 25 6. age 26 4. age about 22 (typical age to graduate from college)

Second Listening

1. Explain the activity. *T: Now listen again. Where are they? Check the correct answer. First, read over the answer choices.*
2. Give students time to read the answer choices.
3. Play the audio (CD 1, tracks 65–70). Play it again for students to check their work.

4. Elicit answers from students. *T: What did you check for number (2)?*

Answers

- | | |
|---------------------------------|-----------------------------|
| 1. in the bedroom | 4. in their backyard |
| 2. in their yard | 5. at the church |
| 3. at their grandmother's house | 6. at Phil's parent's house |

5. As an optional follow-up, ask students who Beth is with in each of the pictures. *T: (name). who is Beth with in picture (1)?* Continue. *T: Does she look like anyone else in her family? How?* Help students make comparisons. *T: She looks like her father. They both have brown hair. Her father has straight hair. She has curly hair.*

Answers

- | | |
|------------------------|---------------------|
| 1. sister | 4. father |
| 2. brother | 5. the whole family |
| 3. grandmother, sister | 6. husband, sister |

Pairwork

Ask students to work in pairs to answer the questions.

T: How did Beth change as she got older? How have you changed as you got older? Call on students to share their ideas with the class. Ask them for specific details, such as how her hair changed. As students talk about themselves, try to include questions about family resemblances, as well. T: (name). Do you look like anyone in your family? Who do you take after?

Language Point

The expressions “I look like” and “I take after” are used to talk about family resemblances. “I look like my grandfather. I take after him.” People also say, “I have (a physical characteristic)” to mean “I look like.” For example, “I have my grandfather's eyes” means “My eyes are like my grandfather's eyes.” Another example is, “I take after both of my parents. I have my mother's eyes and my father's nose.”

SCRIPT

1. So, this is me with my sister Tiffany. She was five then, and I was nine. We're in our bedroom. We shared a room. It was kind of fun.
2. This is me with my brother Ted. We're in the front yard of our house. I was 17 there, almost out of high school. My brother was only 9. He was a totally cute kid. Don't look at my hair there.
3. Oh, here. We were at my grandmother's house, my grandma, Ella. I loved going there. She made the best cookies. That's me and my baby sister Ginny. I was twenty-one then, and she was 3. And, my grandma Ella. She was amazing. She was 95 there!
4. Oh, and here we are in my backyard, a happy day. It's my college graduation. That's me and my Dad, Bill. He's a professor at the college I went to, so that's why we're dressed the same.
5. Oh, and that's the whole crew on my wedding day in front of the church. You won't remember everyone, but you can see that's me in the middle, and of course my husband, Phil next to me, Ted and Tiffany all grown up, Ginny again, and there's grandma Ella again. I was 25 when I got married. What a fun wedding we had.
6. Oh, and this is just me and my sister, Tiffany, and my husband, Phil. We were just fooling around at Phil's parent's house. I think this was the summer after we got married, so I was like 26 here. I look pretty much the same as at my wedding, except for my clothes, of course.

REAL WORLD LISTENING

Concept Check

Who really makes up your family? Check that students are thinking about the main ideas with questions like these: *Is there anyone who is not related to you by birth who you consider family? What makes someone part of your family? Do you need to be related to be family? What is important to do as a family?*

Prepare

1. Play the audio (CD 1, track 71) to present the directions.
2. Begin the activity. *T: Look at the pictures on page 34. Eva Stone is the host of a show called "World Encounters." Today's show is about these four families. Take some time for students to explore the pictures. T: Who do you see in each picture? How do you think they are related? How would you describe them?*
3. Present the task. *T: Here are the countries Eva visited. Say each country name. Find them on the map. Write the countries in the boxes. Give students time to write the countries.*
4. Check answers. *T: (name). Where is the Martinez family from? Write the nationalities on the board. Present each, pausing for students to repeat. T: They are Honduran. (They are Australian, Chinese, Nigerian).*
5. Play the audio (CD 1, track 72–75). *T: Now listen to World Encounters.*

Answers

Martinez: Honduras, **Eze:** Nigeria, **Feng:** China, **Abbot:** Australia

Get the Main Ideas

1. Explain the activity. *T: Listen again. Write true or false. First read the questions.*
2. Play the audio (CD 1, tracks 72–75).
3. Have students work in pairs to compare answers. *T: Work with your partner and check your answers.*
4. Play the audio again (CD 1, tracks 72–75).

5. Read each sentence. Elicit answers. *T: (name). The Martinez family. They live on the ranch. True or false? Have students correct the false sentences.*
6. **Optional:** Ask additional questions. *T: Who does Doña Maria live on the ranch with? (her son and his family) Where in Australia do the Abbots live? (Sydney) What do the Abbot children like to do? (surf) Who is in the picture with them? (Glenn's parents, Daniel and Ruth, and his aunt Greta) Where in China does the Feng family live? (Shanghai) Where does Shing work? (at a trading company) Does Mee Jin work? (Yes, at home) What is Chuka's job? (He's a doctor.) How old are his daughters? (14 and 12)*

Answers

1. Martinez: T, T, T
2. Abbot: T, F, F
3. Feng: T, T, F
4. Eze: F, T, F

Concept Check Follow-up

T: What is important to do as a family?

Respond to the Ideas

1. Have students discuss the questions in small groups. Allow students time to share their ideas. *T: Work together to answer the questions. Is your family like any of these families? Why? Help with vocabulary as needed.*
2. Elicit answers to the questions. *T: (name) Is your family like any of these families? How? (name) Which family is your family like? How is it different? Cue students, as needed, to give details. T: (name) How many people are in your family? (name) What does your family like to do on weekends?*

Teaching Tip

Working in groups lets students share their ideas and have increased speaking time during a class session. Students who feel uncomfortable speaking in front of the whole class can build confidence in their ability to communicate in English.

SCRIPT

Hi, everyone. This is Eva Stone of "World Encounters." Today's "World Encounter" is "World Families." Let's go around the world and look at some different families.

Meet the Martinez family. They're from Honduras, in Central America. They live on a cattle ranch in the countryside. There are five people living at the ranch. Doña Maria is the mother and the head of the household. She has a son named Miguel. He lives on the ranch with his wife, Maria. Miguel and Maria have a son named Carlos, who's 12, and a daughter, Gabriella, who is 8. Doña Maria also has two other children.

Meet the Abbott family. They're from

Sydney, Australia. There are five people in their family: the father, Glenn, the mother, Liz, their older daughter, Beth, the son, Alex, and the younger daughter, Louise. Glenn works at a bank in downtown Sydney. Liz runs a little café near the Sydney Opera House. Alex and Louise are in high school. They love to surf, and there are so many great beaches near Sydney! Here are the Abbots, with Glenn's parents, Daniel and Ruth, and his aunt Greta. Meet the Feng family. They live in Shanghai, China, in a high-rise building, in Puxi, along the Yangzi River. Shing, the father, works for a trading company. He's very busy. He travels a lot to Singapore, Hong Kong, and

other Asian cities. Mee Jin, the mother, works at home. She has a home office and does design work for a textile company. The Fengs have two children, Yuan, who's 9 and Mingmei, who's 6. Meet the Eze family. They're from Nigeria. There are many people in their extended family, but this is the immediate family that lives together in Lagos. The father is Chuka. He is a doctor at a hospital. The mother is Nneka. She is a teacher at the high school nearby. They have two daughters. Chizoba. She's 14 years old. And Aisha. She's 12. They are both students. Well, thanks for joining us today. If you have an idea for World Encounters, please e-mail us.

INTERACTION LINK

What is your family like?

1. Present the activity. *T: Everyone's family is different. What is your family like? Look at the chart. Read the questions. Write your answers under "Me."* Give students time to work alone. Circulate and help students with vocabulary as needed.
2. Explain the second step of the activity. *T: Now, talk to two classmates. Take turns asking questions. Fill in the chart.* Give students five to seven minutes, depending on class level, to talk to Partner 1. Then have them change partners. Before they begin, explain this. *T: When I clap my hands, (demonstrate), change partners.*
3. Explain the third step of the activity. *T: Now form small groups. Tell your group two things you learned about each partner.*
4. Ask students to share what they learned with the class. *T: (name). How does your family compare with the family of one of your partners?*

Teaching Tip

Students benefit from having specific goals set for them. Here they are asked to share in their group two things they learned about each partner. By having a specific number specified (two), students feel a sense of accomplishment when they have completed the task. This boosts their confidence. This is particularly important for language learners who have limited language skills.

Extensions

Here are some extension tasks to develop the theme of the unit. Use one of these if you have time. You can assign one activity to the whole class, or allow individuals or groups to select the activity that interests them.

Task 1

Ask students to bring family photographs of themselves at different ages. Put students in pairs. Have students describe the photos. Provide sentence patterns on the board: This is my (sister) and (my grandfather). We are at (my grandparent's house). I am (five) years old. It is (my birthday). When they are finished presenting, have them spread all of the photos on the desk, face down. Students play a game. One student picks up a photo without showing it and describes something in the photo. The partner guesses which photo it is. Students take turns.

Task 2

Have students talk about family names. Introduce the exchanges: (Students can substitute any family members in these exchanges.)

A: What does your name mean?

B: It means ...

A: Do you know why you were given that name?

B: I'm named after (my uncle).

LEXICAL MAP

By the end of Unit 6, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Family

mother/mom
father/dad
sister
brother
husband
wife
grandfather/grandpa
grandmother/grandma
son
daughter
cousin
aunt

Places

bedroom
living room
school
yard
house
college
backyard
church

Expressions

How old is she?

UNIT 7: Directions

Main Activities: pages 36–38

Interaction Link: page 39

Self Study: page 86

Warm Up: CD 1, track 76

Listening Task: CD 1, tracks 77–81

Real World Listening: CD 1, tracks 82–85

Unit Overview

In this unit students listen to people asking for and getting directions. In the Real World Listening section, students listen to suggestions about places to explore in San Francisco. In the Interaction Link, students have an opportunity to talk about the location of places in their own community.

Vocabulary Focus: Buildings and Locations

Buildings: post office, bank, bookstore, pet store, hair salon, supermarket, café, dance club, stadium, park, laundromat, restroom, vending machine, ATM (cash machine), gas station, library, coffee shop, yoga center, gym

Locations: go straight, go down to, take a (right), turn (left), on the corner, across from, between, next to, opposite, near, in the next block up, on the next street

Useful Expressions

How do you get to ...

I'm looking for ...

Excuse me. Where is ... ?

Sorry to bother you, but is there a ... close by?

How far is ... from here?

Concept Check

What is the best way to get directions? Is it better to use a map or to ask someone? When you hear directions, what do you do to remember them?

WARM UP

Getting Started (books closed)

1. To prepare students to listen to directions, give a series of commands. Demonstrate the action as you give the command. Example commands: Stand up. Walk two steps. Stop. Turn left. Walk three steps. Stop. Turn right. Go straight.
2. Have the students stand in groups of three and assign each student a number of 1, 2, or 3. Then give the students commands on where to stand. Demonstrate the commands with one of the groups. *T: 1 stand between 2 and 3. 2 stand between 1 and 3. 3 stand between 1 and 2. 1 stand across from 1 and 3. 1 stand across from 2 and 3. 1 stand next to 2. 2 stand next to 3. 3 stand opposite 1.*
3. Vary, and expand on, according to the level of the class. Maintain a rapid pace.

Warm Up

1. Explain the activity. *T: Open your books to page 36. Look at the pictures at the top of the page. Match each sentence to the correct picture. Let's do the first one together. Find picture A. Picture A is "Go straight," right? Do the rest on your own.*
2. Give students time to match the pictures and the sentences.
3. Explain the activity. *T: Now listen and check your answers. Play the audio (CD 1, track 76).*

4. Play the recording again for students to check their work.
5. Elicit the answers from the students. Have them read the sentence. *T: (name). Number (2)? S: E. Go down the street to Forrest Street.*
6. Model the sentences in Useful Expressions, pausing for students to repeat.

Pairwork

Put students in pairs. Introduce the activity. *T: Think of a place. Tell your partner how to get there from the school. Take turns. Write on the board: How do I get to ... ? for students to refer to as they speak. Model an example with a student partner. T: (name). How do I get to (name of well-known place nearby)? Allow students some time to complete the activity. Circulate and help as needed.*

Teaching Tip

Give students ample opportunities to talk about themselves. This helps them feel that they can use English to actually communicate something meaningful (not just a school subject). Here, set up the task a little further for the students by asking them questions about where they do things near school. For example, ask: Where do you buy food? Where is the bus stop or train station you use? Have students work in pairs.

SCRIPT/ANSWERS

(Answers in **bold**.)

1. **[H]** Go straight.
2. **[D]** Go down the street to Forest Street.
3. **[F]** Take a right on Cascade Street.
4. **[A]** Turn left on Walnut Street
5. **[C]** It's on the corner of Walnut and Forest.
6. **[B]** The post office is across from the bank.
7. **[J]** The bookstore is between the pet store and a hair salon.
8. **[G]** The supermarket is next to the yoga center.
9. **[E]** The café is opposite a dance club.
10. **[I]** The stadium is near the park.

LISTENING TASK

Preparation Question

Ask students to pay attention to the pictures. *T: Look at the pictures. What are the people looking for?* For each picture, ask students to describe what they see. *T: In picture 1, what does the man look like? How old do you think he is?* Review vocabulary as needed.

First Listening

1. Explain the activity. *T: Listen to the conversations. What does each person want to find? Check the correct answer under each picture. Let's do the first one together.*
2. Play the audio to present the directions and the first conversation (CD 1, tracks 77–78) *T: What does he want to find? Right, an ATM. Now let's do the rest.*
3. Play the audio (CD 1, tracks 79–81).
4. Play the audio again for students to check their work.
5. Elicit answers from students by pointing to each picture. *T: (name). Picture 2. What does she want to find?*

Answers

1. ATM (cash machine)
2. a coffee shop
3. a bookstore
4. a yoga center

Second Listening

1. Explain the activity. *T: Now listen again. Where is each place? Check the correct answer.*
2. Play the audio (CD 1, tracks 78–81). Play it again for students to confirm their answers.

3. Elicit answers from students by asking about each location. *T: Where is the ATM?* Elicit the full sentence. *S: It's about three blocks up.*
4. **Optional:** Play the audio again. Ask students to identify the expression each speaker uses to start the conversation to get directions. Ask them how conversation 4 is different. *T: Do the speakers in conversation 4 already know each other? How do we know?* Point out the first and last lines of the conversation.

Answers

1. about three blocks up
2. near the supermarket
3. on Market Street
4. on Seventh Street

Language Point

Some students might be confused by “up the street/down the street.” These expressions don't have a precise meaning. They are generally used as someone is giving directions and gesturing to go in a particular direction on a street. “On Market Street” is used in American English for location, whereas “in Market Street” is used in British English.

It's way on the other end of town. = It's very far away.

The park is way far away. = very far way

It's way down the road. = a very long way down the road

Pairwork

Present the activity. *T: Now work in pairs. Act out one of the conversations in the Listening Task with a partner.*

SCRIPT

1. **A:** Excuse me, is there an ATM close by?
B: Mm, I think so.
A: You think so?
B: Yeah, uh, I think there's one on this street.
A: OK.
B: I think it's about three blocks up, on the left, next to the bookstore.
A: OK, thanks.
B: No problem.
2. **A:** Excuse me. Is the Java Coffee Shop around here?
B: Java House? Yeah, it's near the Safeway supermarket.
A: OK. Where's that?
B: Um, just go down this street to Park Avenue, then turn right.
A: OK.
B: You'll see Safeway on the right, and Java House is on the left side of the street. It's a green building. You can't miss it.
A: Thanks.
3. **A:** Hi, sorry to bother you. Um, I'm looking for the Book Nook, or something like that. It's a big book store.
B: There's the Book Rack.
A: Yeah, that's it—the Book Rack. I think it's on this street.

- B:** No, it's on Market Street. This is Broad Street.
A: Oh.
B: The next street over is Market Street.
A: OK, thanks
4. **A:** Hey, do you know where that new Yoga Center is?
B: Do you mean Earthsong Yoga?
A: Yeah, that's it. I want to try it.
B: Oh, I know where it is.
A: So?
B: It's on Seventh Street, across the street from Sichuan Garden, the Chinese restaurant.
A: Oh, I know where that is. Thanks.
B: Let me know how it is.

REAL WORLD LISTENING

Concept Check

What is the best way to get directions? Check that your students understand the main concepts of the conversation. Here are some questions you can ask: *Is it easy for you to find new places? When you hear directions, what helps you remember them? Do you use maps or ask people for directions? Do you use a GPS? Which way is better? Faster?*

Prepare

1. Play the audio (CD 1, track 82) to present the directions.
2. Start the activity. *T: Look at the pictures and the map on page 38. Lisa and a friend are visiting Brian in San Francisco. They ask for his opinion about places to visit. Take some time for students to explore the pictures and map. T: These are all famous places in San Francisco. Personalize the activity to help students make predictions about what Brian will suggest. T: Who has been to San Francisco? Did you go to any of these places? Encourage students to share their experiences. T: What did you do? What did you like?*
3. Present the task. *T: As you listen, follow Brian's directions on the map. Start at Brian's apartment. Do you see it? It's on the corner of Larkin Street and Lombard Street.*
4. Play the audio (CD 1, tracks 83–85). *T: Now listen and follow the directions.*
5. Check results. *T: Did you find everything on the map?*

Culture Note

San Francisco has many points of interests for tourists. Ghirardelli Square was once the site of a chocolate factory, but is now a mall with many shops. Fisherman's Wharf used to be for fishing, but is now full of shops, restaurants, and galleries. Coit Tower, built as a memorial to volunteer firefighters in 1933 offers great views of the city. North Beach is the Italian section of town with many cafes and shops.

Get the Main Ideas

1. Explain the activity. *T: Listen again. What does Brian say about each place. Have students take notes on key ideas*

and the directions (for example, Fisherman's wharf is full of tourists) *T: Take notes on the directions he gives and any important ideas you hear.*

2. *T: Now listen.* Play the audio (CD 1, tracks 83–85). Play it again for students to confirm their answers
3. Elicit answers. *T: What does Brian say about Ghirardelli Square? Write the response on the board. T: What else does Brian say? Point out that Brian says "you ought to visit North Beach." Write on the board: ought to = should.*
4. **Optional:** Have students work in pairs to practice asking and answering the questions.

Answers

Ghirardelli Square: You want to be tourists? It's really close.

Fisherman's Wharf: You can have some great views from there. Can't miss it. It's full of tourists.

Coit Tower: It's kind of neat. It's easy to see from everywhere.

Concept Check Follow-up

T: When you hear directions, what do you do to remember them?

Respond to the Ideas

1. Present the task. *T: What are the best places to visit in your city? Why? Put students in small groups and have them discuss the questions. Allow students time to share their ideas. T: Work together to answer the questions. Make a list of at least three places to visit.*
2. Call on groups. Compile a list on the board. *T: Group one, what places did you choose? Why? Ask other groups to add to the list. T: Group two, what places did you choose? If groups don't agree, ask them to give reasons.*
3. Ask students if they have any questions about the Real World Listening section. *T: Does anyone have any questions about this activity?*

SCRIPT

Part 1

Lisa: So, Brian, we want to see some of San Francisco this afternoon. Do you have any suggestions?

Brian: Oh, you want to be tourists, huh?

Lisa: Yeah, sure.

Brian: Well, you can start at Ghirardelli Square.

Lisa: Is it far?

Brian: No, no, it's really close. Here's a map. Just walk down Larkin Street to North Point Street. It's right there, just about six or seven blocks.

Part 2

Lisa: OK, that sounds easy. And how about Fisherman's Wharf?

Brian: You want to see Fisherman's Wharf? Yeah, sure. Why not? You can have some great views from there.

Lisa: Can we walk?

Brian: Sure. You can walk to that, too. Just walk along

Jefferson Street. Fisherman's Wharf is right at the end of Jefferson Street. Can't miss it. It's full of tourists!

Part 3

Lisa: OK, how about Coit Tower? I hear that's a famous place in San Francisco.

Brian: Yeah, yeah. It is. It's kind of neat.

Lisa: How do we get there?

Brian: Uh, let's see this map. It's on the top of Telegraph Hill, here.

Lisa: Yeah, I see it.

Brian: So you have to walk along the Embarcadero, OK? To Lombard Street, and then turn right and walk up the hill. It's easy to see from everywhere.

Lisa: Great. Do you have any other ideas for us?

Brian: Well, you know what's nice? You ought to visit North Beach.

INTERACTION LINK

Where is it?

1. Present the activity. *T: Now you are going to practice giving and following directions.* Explain the first step of the activity. *T: Work alone. Label the pictures with words from the box.* Answer questions as needed. Allow 2–3 minutes.
2. Explain the second step of the activity. *T: Look at the pictures. Think about how far these places are from the classroom. Rank them 1–10. Write 1 for the closest and 10 for the farthest. If two places are the same distance, write the same number for both. Write the number below the picture.*
3. Explain the third step of the activity. *T: Work with a partner. Describe the directions to one of the places. Have your partner guess the place. Take turns.* Circulate and listen as students give each other directions. Check that they are using the following prepositions correctly: in, at, on, across from, next to, between. Review as needed.
4. **Optional:** After ten minutes, stop the students. *T: Time. Now we're going to try a challenge. Give your partner directions to a new place near the school. See if your partner can guess what the place is. Choose a place you think your partner will know. Take turns.*

Teaching Tip

Classes will vary in the amount of time they need to complete part of an activity. Rather than choosing a fixed amount of time, such as five minutes, tell students to let you know when they are finished. Students can raise their hands to communicate with you without interrupting their classmates. When most of the students are finished, stop the activity by saying, “Time.”

Extensions

Use one of these extension tasks to create an additional speaking activity as time permits. You can assign a different activity for each class, or each group within a large class, or allow students to pick the task that interests them most.

Task 1

Ask students to work in pairs or small groups. Have students share experiences of getting lost either because they didn't ask for directions or because they didn't follow them correctly.

Task 2

Have students work in groups to design a treasure hunt. Tell each group to write at least five steps in the treasure hunt. The groups write each step on a separate piece of paper, and place in the appropriate spot in the room. Groups keep the piece of paper with step 1 on it. When groups are finished setting up the hunt, have groups exchange slips of paper for step 1. Each group follows the set of directions and finds the “treasure.” Each group can decide on the treasure, such as a pencil, or a simple drawing.

Option: Review other vocabulary (such as color words, describing words, and clothes) by giving commands like, “Simon says tall people turn right,” and “Simon says black jackets go straight.” This is actually a short form of the conditional “If you are tall, turn right,” or “If you are wearing a black jacket, go straight.” Students will understand the concept but can't be expected to know the conditionals at this level. After several examples, students will catch on.

LEXICAL MAP

By the end of Unit 7, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Directions

go down
across from
between
next to
opposite
near

Places

street
bank
park
library
restaurant
forest
block
hill
spots
store
tower

Expressions

Excuse me!
Where is ...
I think so.

UNIT 8: Jobs

Main Activities: pages 40–42

Interaction Link: page 43

Self Study: page 87

Warm Up: CD 1, track 86

Listening Task: CD 1, tracks 87–91

Real World Listening: CD 1, tracks 92–93

Unit Overview

In this unit students listen to people talking about their jobs. In the Real World Listening section, they listen to a job quiz. In the Interaction Link, students have an opportunity to talk about their opinions of different jobs.

Vocabulary Focus: Occupations

sales representative, nurse, doctor, flight attendant, yoga instructor, waiter/waitress, teacher, firefighter, graphic designer, lawyer, tour guide, video game programmer, personal trainer, IT specialist, emergency medical technician (EMT), computer programmer, computer technician

Useful Expressions

I've always wanted to ...

It's never boring.

I get to ...

I get tired of ...

I like being ...

Concept Check

What makes a job good? What makes a job bad? What do you look for in a job? Do you have a “dream” job? Why would it be a good job for you?

WARM UP

Getting Started (books closed)

1. Introduce the topic of occupations and jobs by showing students pictures of people in various occupations. Write the occupations on the board. *T: What does this person do? What is his/her job?*
2. On the board, write examples. *T: I am a teacher. My (sister) is a doctor. My (brother) is an engineer. What does your (father) do?* Ask students questions. *T: (name). Where do you work? What does your (sister) do?*
3. Put the students in pairs. *T: Find out what three people in your partner's family do.* Call on a few students to say what they learned.

Warm Up

1. Introduce the activity. *T: Open your books to page 40. Look at the people. What are their jobs?* Work with students to describe the people and guess their jobs. *T: He's wearing a white jacket. Maybe he's a doctor.*
2. Explain the activity. *T: Read the list of jobs. Write two jobs in each column.* Point out there are no “correct” answers here. *T: Use your own opinions.* Have students work alone or in pairs to discuss the jobs and complete the chart.
3. Elicit answers from several students for each column.

- T: (name). What did you write under helping people? Why?*
4. Explain the next step. *T: Now listen to what different people say about their jobs. Write the number next to the correct job. Play the audio (CD 1, track 86).*
 5. Present the Useful Expressions. Model each expression, pausing for students to repeat.

Answers

1. personal trainer
2. doctor
3. tour guide
4. waiter
5. graphic designer
6. flight attendant
7. bank teller
8. engineer
9. video game programmer
10. sales representative

Language Point

An ER doctor is an emergency room doctor. A waiter or waitress is also called a server.

Pairwork

Put the students in pairs and give them several minutes to complete the activity. *T: Now talk about the jobs. Which of these jobs would you like? Why? Tell your partner.* Call on a few students to tell the class which jobs their partners would like.

SCRIPT

1. I'm a personal trainer, so I'm always exercising. It's great. I don't have to go to the gym after work like my friends!
2. I'm an ER doctor. In the emergency room we get a lot of sick people and a lot of weird accidents, so it's never boring!
3. It's a lot of fun being a tour guide. I meet people from all over, and tourists are usually a pretty happy bunch of people.
4. Dinnertime is stressful when you're a waiter. You have to get food to your customers really fast. I work at a good restaurant, though, so the tips are great!
5. I love being a graphic designer. I design all kinds of things ... websites, books, birthday cards, logos for companies. I like being creative in my job.
6. I'm a flight attendant. I fly all over the world. And I get to see lots of interesting places.
7. I work at a bank, as a teller. I spend a lot of time counting money. I get tired of being cheerful sometimes.
8. I decided to be an engineer. I always wanted to build bridges and stuff like that.
9. I always played video games when I was a kid. So, being a video game programmer is the perfect job for me!
10. I'm a sales representative. You gotta like people to have my job, 'cause you have to be with people all day.

LISTENING TASK

Preparation Question

Tell students to focus on the pictures. *T: Look at the Listening Task on page 41. Look at the pictures. What do you think their jobs are?* Elicit answers from students.

First Listening

1. Play the audio (CD 1, track 87) to present the directions. Explain the activity. *T: Now listen. What does each person do? Check the answers. Let's do the first one together.*
2. Play the audio for the first conversation (CD 1, track 88). *T: What does she do? Right, she's a nurse. Did you catch what kind? Write "maternity" on the board. T: She's a maternity nurse. She helps deliver babies. Let's do the rest.*
3. Play the audio (CD 1, tracks 89–91) as students mark their answers.
4. Play the audio again (CD 1, tracks 88–91) for students to check their work
5. Elicit answers from students by pointing to each picture and asking students to say what the person does. *T: (name). Number (2). What does he do?* Elicit full sentence responses and confirm. *T: Right. He's a math teacher.*

Answers

- | | |
|-----------------|------------------------|
| 1. Nurse | 3. Firefighter |
| 2. Math teacher | 4. Computer programmer |

Second Listening

1. Explain the activity. *T: Listen again. Why do they like their jobs? Check the correct reason.*
2. Play the audio (CD 1, tracks 88–91) as students mark their answers. Play it again for students to check their work.
3. Elicit answers from students. *T: (name) Number (1). Why does she like her job?* Elicit full-sentence responses and confirm. *T: Right. She loves to help mothers.*

Answers

- | | |
|----------------------------|-------------------------|
| 1. Loves to help mothers | 3. Likes to help people |
| 2. Likes to teach students | 4. Likes to be creative |

Language Point

The question "What do you do?" is used to ask someone what their job is. It's a short form of "What do you do for a living?" The reply often refers to the career: "I'm a nurse." The phrase "for a living" refers to making money to live on. For example, He is a musician. He can't make a living at that, so he has a day job as a teacher.

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. *T: Choose one of these jobs. Say why it's a good job or a bad job for you. Give reasons. Call on a few students to tell the class which job they would like and why. T: (name). Which job would you like? Why?* Continue. Ask students if they agree with the reasons. *T: (name) Do you agree?*

SCRIPT

- | | | |
|---|--|---|
| 1. A: So, what do you do for a living, Maria? | Now he teaches math at a high school. | A: Boring? |
| B: I'm a nurse in a maternity ward. | A: Wow. Does he like it? | B: Yeah, some days we just hang out at the fire station. I don't like that part. |
| A: Oh, cool. So you help deliver babies? | B: Yeah, a lot. He says it's a hard job, and he always has work to do at night. He doesn't like that. | 4. A: What kind of work do you do, Ann? |
| B: Yeah, I love seeing all the new babies, and helping the new mothers. | A: I bet. | B: Me? I'm a video game programmer. |
| A: That's exciting. | B: But he likes his students. He likes getting them excited about math. | A: Ah, so you play on computers all day! |
| B: Yeah, it is. | 3. A: What do you do for a living, John? | B: Yep, that's right. |
| A: Do you work days or nights? | B: I'm a firefighter. | A: So, you like it? |
| B: Nights. | A: A fireman? | B: Yeah, it's really fun to create video games for kids, but ... |
| A: Do you like that? | B: Now we say "firefighter." | A: But what? |
| B: No, not really. Sometimes it seems like all babies are born in the middle of the night! | A: Oh, do you like it? | B: Well, it gets a little lonely. |
| 2. A: What does your brother Tim do now? | B: Yeah. It's exciting. When there's a fire we help people. It's a good feeling. | A: Really? Why? |
| B: He's a teacher. | A: Any downside to your job? | B: All I ever do is look at a computer screen! And I work alone most days. |
| A: Really? Tim? I thought he went into engineering. | B: Downside? Well, it's boring sometimes. | A: Yeah. |
| B: No, he switched to teaching. | | |

REAL WORLD LISTENING

Concept Check

What do you look for in a job? It is important that students are thinking about the key concepts of the Real World Listening. Here are some questions to stimulate their thinking. *T: What is a good job? Why is it a good job? (High salary, few hours, etc.) What makes a job bad? What skills do you need to get your dream job? What kind of personality is needed for different jobs? (Creative, ambitious, and so on.)*

Prepare

1. Get the class started with the activity. *T: Look at the top of page 42. Play the audio (CD 1, track 92) to present the directions as students follow in their books.*
2. Present the list of phrases. *T: Read the list of phrases. Which phrases describe you? Check the boxes. Ask students if they have any questions about the phrases. Circulate as students work alone to mark their answers.*
3. Have students form pairs to discuss the phrases they checked.
4. Explain how job quizzes work. *T: In a job quiz, there are many questions. You answer the questions with true answers for you. You and your partner might have different answers. That's OK.*
5. Present the quiz. *T: Now listen to the quiz. Circle the answers that fit you best. First, read all the answer choices. Give students ample time to read the answers. Remind students of the task. T: Remember. Circle the answers that are true for you. Play the audio (CD 1, track 93).*

Get the Main Ideas

1. Explain the activity. *T: Listen again. Make sure you circled the answers that fit you best.*
2. Play the audio (CD 1, track 93) again for students to confirm their answers.

Answers

Answers will vary.

Concept Check Follow-up

T: What kind of personality is needed for different jobs?

Respond to the Ideas

1. Present the activity. *T: Find your score. Have students work alone to total their scores.*
2. Have students form small groups to discuss their scores. Allow students time to share their ideas. *T: Tell each other your scores. Do you agree with your score? Why? Why not? Circulate as students work and provide help as needed.*
3. As a wrap-up, ask students to review the occupations in the unit Warm Up. Discuss which jobs are suitable for each score. *T: You're ambitious and creative. Which of these jobs is good for you? Continue with the other scores.*
4. **Optional:** Review the adjectives for describing people presented in earlier units. Ask students to match these to different jobs. Example: Friendly. A nurse.

SCRIPT

1. Choose one of these colors:
a. bright pink b. brown c. green
2. It's a snowy winter day. Do you ... ?
a. stay home and read b. go snowboarding c. visit an art museum
3. It's Saturday night. You are free. Do you ... ?
a. IM your friends b. go to a party c. play computer games
4. You want a pet. Do you buy ... ?
a. a fluffy white cat b. a snake c. a goldfish
5. It's 11 o'clock at night. Do you ... ?
a. practice yoga b. go to a club with friends c. go to bed
6. You have some extra money. Do you ... ?
a. put it in the bank b. have a big party c. take an art class
7. You buy a new camera. Do you ... ?
a. read all of the instructions b. just use it c. read a few instructions
8. Your friend does something that makes you angry. Do you ... ?
a. keep quiet b. say something c. just forget about it
9. You have to wait in a long line at the airport. Do you ... ?
a. get angry b. call a friend to chat c. relax and hang out
10. You need to finish your homework. A friend calls. She has a serious problem. Do you ... ?
a. finish, then call her back b. talk to her as long as she needs to c. tell her not to worry

INTERACTION LINK

Get A Job

1. Present the activity. *T: Now we are going to talk about different jobs. What makes a job interesting or boring? What makes it easy or hard? Important or unimportant?* Direct students' attention to the chart. Go over the jobs listed. To stimulate interest and help students consider what makes a job important, ask questions. *T: How do we decide if a job is important or unimportant? Is a police officer important? Why? Is a yoga instructor?* Present examples of why some people think both jobs are important. *T: A police officer helps keep us safe. That's important. A yoga instructor helps keep people healthy and relaxed. That's important, too. Right?*
2. Put the students in pairs. Explain the first step. *T: Ask each other the questions in the book. Give reasons for your answers.*
3. Tell students to mark their partner's answers in the chart. Circulate and help students ask and answer the questions. *T: Now ask your partner the questions. Mark your partner's answers in the chart. Write the reasons on a separate piece of paper.*
4. Have students form groups. Explain the second step. *T: What kind of person do you need for each job? Use words from the box or other words you know.* Remind students to review the personality words in the Unit 5 Warm Up, page 24. Give students some time to share their ideas.
5. As a wrap-up, ask students to share with the class what they decided are important personality characteristics for each job. *T: (name). What kind of person is a good tour guide? (name). Do you agree?*

Extensions

Here are some extension tasks to develop the theme of the unit. Use one of these if you have time. You can assign one activity to the whole class, or allow individuals or groups to select the activity that interests them.

Task 1

Ask students to work in pairs to role-play a job interview for one of the jobs in the Interaction Link. First brainstorm interview questions they can all use. Write the questions on the board. In pairs, have students decide on their parts and which job the interview is for. Circulate and listen. Call on pairs to perform for the class. Possible questions: Why do you want to be a ... ? What skills do you have? What are your hobbies? Tell me three words that describe you. Why do you think this is the right job for you?

Task 2

Ask students to form pairs or small groups to brainstorm a list of three jobs they think will be important in the future. Make a three-column chart on the board with the headings: Job, What people will do, Why it will be important. Have students copy the chart and fill it in as they discuss the jobs. Circulate and listen. Call on students to present their charts to the class.

LEXICAL MAP

By the end of Unit 8, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Jobs

nurse
doctor
waiter/waitress
designer
instructor
firefighter
lawyer
teacher
guide

Work

medical staff
emergency staff
partner
delivery person
customers
tourists
customers
clients
shoppers
visitors

Expressions

What do you do?
Do you like it?
How do you like it?

UNIT 9: Schedules

Main Activities: pages 44–46

Interaction Link: page 47

Self Study: page 88

Warm Up: CD 2, track 1

Listening Task: CD 2, tracks 2–6

Real World Listening: CD 2, tracks 7–8

Unit Overview

In this unit students listen to extracts about schedules and activities. In the Real World Listening section, they listen to extracts about one person's typical week. In the Interaction Link, students have an opportunity to talk to their classmates about their own schedules.

Vocabulary Focus: Schedules and Activities

go to work, go to school, go to the gym, watch TV, hang out with friends, IM friends, surf the Internet, clean the apartment, go shopping, buy groceries, go out with a boyfriend/girlfriend, on Saturday, in the morning/afternoon, at night, on Wednesday morning

Useful Expressions

What do you do on ... ?

What do you do in your free time?

How often do you ... ?

What are you up to on ... ?

I'm really busy.

Concept Check

How much free time do you have? What do you do in your free time? What kinds of new things would you like to do in your free time? Is it good to have a busy schedule?

WARM UP

Getting Started (books closed)

1. Show students a calendar or draw one on the board. Go over the days of the week as you talk about the weekly schedule of your class. Point to the days as you speak. *T: Do we have class on Monday? On Tuesday we usually (have language lab). On Wednesday ...* Continue to the weekend. *T: There's no class on Saturday and Sunday, right?*
2. Put the students in pairs. *T: Tell your partner one thing you do each day of the week.*
3. Talk about days you like. *T: I like Tuesday. I go to the gym on Tuesday. Tell your partner one day you like and why.*

Warm Up

1. Start the activity. *T: Open your books to page 44. This is about Mike's schedule. Look at the pictures. What does Mike do each week?* Give students time to explore and discuss the pictures.
2. Have students read the list of activities. *T: Read what he does each week.* Give students time to read the list. Then check. *T: What days does he go to work?*
3. Present the activity. *T: Mike has a busy life. Listen and write the days.* Play the audio (CD 2, track 1).
4. Play the audio again for students to check their work.
5. Ask students when Mike does the activities. *T: (name).*

When does Mike go to school? Write the answer on the board: He goes to school on Mondays and Wednesdays. Explain that Mike uses the plural, "on Mondays," because he is talking about his regular schedule.

6. Model the sentences in the Useful Expressions, pausing for students to repeat.

Answers

1. Go to work: Tuesday, Thursday, Saturday.
2. Go to school: Monday, Wednesday.
3. Go to the gym: Monday, Wednesday
4. Clean apartment: Saturday
5. Watch TV: Sunday
6. Hang out with friends: Friday
7. Go out with girlfriend: Saturday
8. Chat on the computer: every day

Pairwork

Put students in pairs and allow them several minutes to complete the activity. *T: Are you a busy person? Why or why not? Ask each other questions about your week. Use the Useful Expressions. Model examples. T: (name). What do you do on Sunday night? (name). How often do you go to work?*

SCRIPT

1. I go to work on Tuesdays, and Thursdays, and Saturdays. It's only part-time, but it's OK money.
2. Mondays and Wednesdays I have school. I have classes all morning.
3. I go to the gym on Mondays and Wednesdays, usually in the afternoon. I need to move around after sitting in class all morning!
4. Saturdays I clean my apartment. It's not fun, but I have to.
5. I don't have a lot of time to watch TV. Sundays are about the only time I do it. There's a cop show I really like.
6. Friday night I'm usually free, so I hang out with my friends. Sometimes we just sit around on the couch and play video games.
9. I usually go out with my girlfriend, Jan, on Saturday night. We go to the movies, or out to eat, or out to a dance club. She likes that.
10. I'm always on the computer. I talk to my friends on the Internet almost every night. I'm addicted to IMing.

LISTENING TASK

Preparation Questions

Ask students to focus on the pictures. *T: Look at the pictures. What are these people doing?* Spend ample time discussing each picture. For review, have students describe what the people look like, and their clothes, including the colors. *T: He's wearing a blue T-shirt.* Also review prepositions of location. *T: He's sitting between his friends.*

First Listening

1. Explain the activity. *T: Listen. What activities are the speakers talking about? Check the correct answer. Read the answer choices first.* Give students time to read the answer choices. *T: Let's do the first one together.*
2. Play the audio to present the directions and the first conversation (CD 2, tracks 2–3). *T: What activity is she talking about? Right. Starting a new job. She teaches swimming. Now let's do the rest.*
3. Play the audio (CD 2, tracks 4–6).
4. Play the audio again for students to check their work (CD 2, tracks 3–6).
5. Put the students in pairs to compare answers. *T: Work with a partner and check your answers.*
6. Elicit answers from students. *T: (name). Number (2). What activity is he talking about?*

Answers

- | | |
|-----------------------|----------------------------|
| 1. starting a new job | 3. working at a book store |
| 2. watching a game | 4. getting in shape |

Language Point

Check that students know “in shape” means physically fit. Present: to be in shape/out of shape, to get in shape.

Second Listening

1. Explain the activity. *T: Now listen again. When do they do these activities? Read the answer choices first.* Give students time to read the answer choices in the student book.
2. Play the audio (CD 2, tracks 3–6). Play it again for students to check their work.
3. Elicit answers from students. Have students include “on” in their answers. *T: (name). Number one. When does she teach? Right. On Thursday.*

Answers

- | | |
|-------------|-------------------|
| 1. Thursday | 3. Monday |
| 2. Sunday | 4. Thursday night |

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. *T: Do you do any of these activities? What do you do to be in shape? Tell your partner.*

SCRIPT

1. **A:** Hey, Tina. How have you been?
B: Great. I just got a new job.
A: Doing what?
B: I'm a swimming instructor. I teach kids at the Concord Health Club.
A: Not bad.
B: Yeah, I really like it. It's only one day a week, though. Just Thursday, so I don't make much money.
2. **A:** Hey, Scott, are you free Sunday night?
B: Hmm, Sunday night, not sure. What's up?
A: I'm having some guys over to watch the big game.
B: Sounds good. What time does the game start?
A: I think it's 8 o'clock. I'll check.
B: Yeah, let me know.
A: It should be a good game.
B: Yeah, go Bears.
3. **A:** Hey, Juan? You still play basketball?
B: I guess. Sometimes.
A: Well, some of us are playing basketball tonight at the park.
B: Tonight? It's Monday, right?
A: Uh, yeah.
B: I can't. I'm working tonight. I just got a job at Border's Books.
A: How's it going?
B: It's OK. It's a job.
4. **A:** Hey, Jane. You look totally great!
B: Thanks.
A: So, what have you been up to?
B: Well, I started working out at the gym.
A: You look really in shape.
B: You should come with me. I'm going Thursday night after work.
A: Hmm. Maybe I'll go. Call me.
B: OK.

REAL WORLD LISTENING

Concept Check

Is it good to have a busy schedule? Make sure students understand the main concept with questions like these: *Do you have a busy schedule every week? Is it important to do many things? How much free time do you have? What do you do in your free time?*

Prepare

1. Begin the activity. *T: Look at the pictures on page 46. Here are some things Celia usually does.* Take some time for students to explore the pictures. *T: What does she do?*
2. Play the audio (CD 1, track 7) to present the directions. Direct students' attention to the phrases. *T: Here are some things Celia usually does. Complete the phrases.*
3. Give students time work alone. Then have them form pairs to compare their answers.
4. Check answers. Cue the students to say the completed phrases *T: (name). Goes to ... S: Goes to work. T: (name). Goes to the ... S: Goes to the gym.*
5. Play the audio (CD 2, track 8). *T: Now listen and check.*

Answers

goes to work, goes to the gym, gets her hair cut, makes a doctor's appointment, buys groceries, goes out with her boyfriend, calls her friend

Language Points

The present tense is used to talk about activities she usually does; for example, Celia goes to work every week. Go over the vocabulary: morning, afternoon, evening, night.

Get the Main Ideas

1. Explain the activity. *T: Listen again. Write the activities.*
2. Play the audio (CD 1, track 8). Play it again for students to confirm their answers.
3. Write on the board: What does Celia do on (Monday)? Put the students in pairs. Have students take turns ask-

ing about Celia's activities.

4. Elicit answers. *T: (name). What does Celia do on (Monday)*
Optional: Ask students when she does the activity. *T: When does she go?* Elicit "in the morning," and so on.
5. If students don't agree, play the audio again and answer any questions they might have.

Answers

Monday: goes to work	Thursday: buys groceries
Tuesday: calls her friend	Friday: goes out with her boyfriend
Wednesday: makes a doctor's appointment	Saturday: gets her haircut
	Sunday: goes to the gym

Concept Check Follow-up

T: Does Celia have much free time? Do you think her week is stressful?

Respond to the Ideas

1. Put the students in pairs or small groups and have them discuss the questions in the book. Allow students time to share their ideas. *T: Take turns answering the questions. Ask your partners if they are similar or different to Celia.*
2. **Option:** Tell students to write down at least one way their partners are similar or different. Tell them they will use their notes later. *T: Write down one way your partners are similar or different.*
3. As a wrap-up, have students report on what their partners do. *T: (name). Is your partner similar to Celia? How? Different? How?*

Teaching Tip

Giving students a specific task helps guide their discussion. Here, asking them to discuss their own routines and then write down one piece of information focuses them and gives them a sense of accomplishment. The specific tasks can be varied depending on the level of students.

SCRIPT

Monday morning

Celia: OK, Ms. Abbot, I'll get that report for you right away. And by the way, Don Wilson called earlier. He said he'll be a little late for your 11 o'clock meeting.

Tuesday afternoon

Tracy: So then, I don't know what to do now, Celia.

Celia: Just forget about him. You can find another boyfriend. He's a loser for doing that to you.

Tracy: I know, but I still kind of like him.

Wednesday afternoon

Answering Machine: You have reached the office of Dr. Patel. The

office is closed right now. If you would like to schedule an appointment, please press one now. If this is a medical emergency, please press two.

Thursday evening

Clerk: Is that it?

Celia: Yes.

Clerk: Do you want paper or plastic?

Celia: Please put the milk, the eggs, and the bread in paper. The bananas and the rest can go in plastic.

Friday night

Craig: I had a great time tonight.

Celia: I did, too, Craig. The movie was really funny.

Craig: So, are you going to invite me in?

Celia: Nope, sorry. You know the rules. I'll call you tomorrow, OK?

Craig: OK.

Celia: G'night.

Saturday morning

Stylist: So, how do you want your hair cut?

Celia: I'm not sure. I need a new look.

Sylist: How about if I take a little off here and cut it shorter in the back?

Celia: OK.

Sunday morning

Celia: That was a killer workout.

Shawna: No kidding.

Celia: I think I'll skip the gym tomorrow.

Shawna: Come on.

INTERACTION LINK

What do you do?

1. Present the activity. *T: Now you are going to talk about your own schedules. Present the first step. T: Ask your classmates the questions. For each question, try to find someone who answers "Yes." Write the classmate's name on the line. Talk to many classmates.*
2. Model the activity with student partners. Continue asking the first question until a student answers "Yes."
T: Do you get up before 6:00 a.m.?
3. Tell students to circulate in the classroom and to return to their seats when they are finished. *T: Ask your classmates the questions. Then return to your seats. Option:* Set a time limit (10 minutes) and say when the time is up. *T: Time.*
4. Circulate and monitor the students. Since the main purpose here is for them to interact, only make corrections when they are having difficulties completing the task.
5. After students have returned to their seats, have them form groups. Present the second step. *T: Compare your answers. Can you find two people who are very similar? Very different?*
6. Call on groups to share their conclusions with the class. *T: Group (one). Did you find two people who are very similar? Did you find two people who are very different? Have each group report to the class. Ask students if they can make a conclusion about which two classmates are the most similar and the most different. T: Which two classmates are the most similar? Which are the most different?*

Teaching Tip

A student-centered classroom is one in which students do many activities in pairs or groups. In this environment it is important for students to know that the teacher is still there as a resource. If you circulate and notice that students are having serious difficulties, it is better to interrupt them and provide the help they need at that moment to communicate successfully. Correction should only be done when it's necessary to keep a conversation going.

Extensions

Use one of these extension tasks to create an additional speaking activity as time permits. You can assign a different activity for each class, or each group within a large class, or allow students to pick the task that interests them most.

Task 1

Have students plan activities together. First have students write up their own schedules and include two times when they are free. Then have them circulate, talk to classmates, and find people who are free at the same times. Then have classmates who are free at the same times plan activities to do together.

Task 2

Have students form pairs to play an opposites game. Draw on the board a line with frequency words from 0% (never) to 100% (always). Underneath, write the pairs: always/never, rarely/often, seldom/often, sometimes/usually. Use, or call on students to use, each frequency word in a sentence to verify understanding. *T: We always have class on Monday morning. We never have class on Sunday morning.* Continue. Then ask students to use these pairs to play a game about their own schedules. To play, one student makes a sentence, and the partner responds with a sentence containing the "opposite" frequency word. Example: "I always go to work on Monday afternoon." "I never go to work on Saturday afternoon." Have students take turns.

LEXICAL MAP

By the end of Unit 9, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Activities

running
swimming
studying
reading a book
dance
get together
go out with him
go to church
go to school
go to work
hang out
play games
watch TV

Days

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Making Plans

What do you do ... ?
Do you want to ... ?
How about if ... ?
How often do you ... ?
make an appointment
free time
I was too busy.
I never see him/her.

UNIT 10: Travel

Main Activities: pages 48–50

Interaction Link: page 51

Self Study: page 89

Warm Up: CD 2, track 9

Listening Task: CD 2, tracks 10–12

Real World Listening: CD 2, tracks 13–15

Unit Overview

In this unit students listen to extracts of people talking about their travels. In the Real World Listening section, they listen to someone describe his trip around the world by “human power.” In the Interaction Link, students have an opportunity to plan their own trip around the world, including modes of transport and trip highlights.

Vocabulary Focus: Form of transportation

boat, bus, foot, horseback, plane, flight, fly, swim, taxi, train, bicycle, in-line skates, kayak, pedal boat

Useful Expressions

Where did you go?

How was your trip?

Did you have fun?

How was ... ?

What did you like about it?

Concept Check

What kind of transportation do you like to use? How do you get to class? How do you like to travel when you're on vacation?

WARM UP

Getting Started (books closed)

- To get students thinking about types of transportation, ask them how they get to different places. Modify the questions based on where your students live and what you know about their circumstances. *T: How do you get to school? How do you visit your friends? Do you have a car? How do you like to travel? By train? By bus? Write on the board the types of transportation the students mention.*
- Make sure the list includes: bus, plane, taxi, car, walking, bicycle, motorcycle, train, in-line skates, skateboard. Then, ask students to say good and bad things about each type of transportation. *T: What's one good thing about taking the bus? What's one bad thing?*

Teaching Tip

Activating prior knowledge involves prompting students to use what they know to engage in an activity. Here, saying a few sentences about your own travel preferences before students begin will help them start to think about their own preferences and the language they need to express their ideas. For example, say: *I like to take a bus to work because it's fast. But, I like to walk when I have time. I like to get exercise.*

Warm Up

- Introduce the activity. *T: Open your books to page 48. This is from a travel brochure. Look at the pictures. What are the pictures of? What is the country the brochure about?*

- Present the task. *T: Read the brochure. Write the missing words.* Have students work alone. Help as needed.
- T: Now listen and check your answers.* Play the audio (CD 2, track 9).
- Play the audio again for students to check their work and make corrections.
- Write the answers on the board: e.g. 1. train, taxi.
- Put the students in pairs. Have them take turns reading the paragraphs of the brochure aloud. Ask students the preposition used before boat, bus, and plane (by), and before horseback (on).
- Model the sentences in the Useful Expressions, pausing for students to repeat. Model examples with: *How was ... ? T: How was London? How was the food?*

Answers

- | | | |
|----------------|--------------------|----------------|
| 1. train, taxi | 3. bus, horseback, | 4. plane, swim |
| 2. fly, boat | foot | 5. flight |

Pairwork

Put students in pairs and allow them several minutes to complete the activity. *T: Now tell your partner about an interesting trip you took. Ask each other questions. Use the Useful Expressions.*

SCRIPT

- You'll start your week down under in Sydney, where you'll see the famous Sydney Opera House. You can ride the Sydney CityRail train or take a taxi to all the popular sights.
- From Sydney, you'll fly north to Kununurra for a wildlife safari. You'll go down the Ord River by boat and camp on the shores of Lake Argyle. Watch out for those crocodiles!
- Next up is a two-day trip by air-conditioned bus to the middle of the Outback, where you'll see Uluru. If you'd like, you can rent a horse and explore the desert on horseback. Or if you're up to it, you can explore by foot.
- After that, you'll go by plane to the coast, where you'll see the Great Barrier Reef in a canoe. If you're adventurous, you can get in the water and swim with the jellyfish.
- After a short flight back to Sydney, you'll be on your way back home.

LISTENING TASK

Preparation Questions

Have the students look at the pictures. *T: What are some popular travel spots to go to? Why?* Explore the pictures with the students. Ask them to use details in the pictures to predict where the speakers went. *T: Look at the pictures. Where do you think the girls went?*

Teaching Tip

Giving hints can help students solve problems on their own. If students are having trouble finding an answer, ask them simple questions that will lead them to the answer they're looking for.

First Listening

1. Play the audio (CD 2, track 10) to present the directions.
2. Present the activity. *T: Listen. What do the speakers remember? Check the answers.*
3. Play the audio (CD 2, tracks 11–12).
4. Play the audio again for students to confirm their answers.
5. Elicit answers. *T: (name). Where did the (first) speaker (Liz) go? (name). What does she remember about her trip?* Continue.

Answers

- | | |
|-----------------------------------|--|
| 1. Bali: the beaches, the sunsets | 2. Brazil: the animals, the weather, the stars |
|-----------------------------------|--|

Second Listening

1. Explain the activity. *T: Listen again. Write true or false. Read the answer choices first.* Give students time to read the answer choices.
2. Play the audio (CD 2, tracks 11–12).
3. Play the audio again for students to confirm their answers.

4. Elicit answers by asking yes/no questions. *T: (name). Did Liz stay for 10 days? Model the response: Yes, she did. T: (name). Did she go surfing? Model the response: No, she didn't.* Continue. Have students say the responses.
5. As a final check, write the answers (T or F) on the board.
6. **Optional:** Ask students detailed questions about each conversation. For Conversation 1: Did she like Bali? Did she like the flight? What did she mostly do there? What are the sunsets like in Bali? For Conversation 2: How long was she in Brazil? What did she mostly do there? Where did she go at night? Why did she like it there? Do you think she would like to go back there?

Answers

Liz: T, F, T

Alicia: F, T, F

Culture Note

The Pantanal is a very large area in Brazil. There are two seasons there: the rainy season in the winter and the dry season in the summer. Because of the large variety of animals and plants there, it is an area of interest to both researchers and travelers. Ecotourists go to a country to learn about the points of interest in nature there. The Pantanal, with its many plants and animals, is popular for this reason.

Pairwork

Put the students in pairs and allow them several minutes to answer the question. If a world map is available, point out the Pantanal in Brazil, and Costa Rica, as well as other popular ecotourist destinations, such as Belize and Ecuador. *T: Now talk to your partner. Would you like this kind of travel. Why or why not?* Call on students to share their ideas with the class.

SCRIPT

1. **A:** Where did you go on your vacation?
B: I went to Bali.
A: Wow. That must have been a long trip.
B: Yeah, it took us a really long time to get there. We had to stop in Hawaii, then again in Singapore, then in Jakarta.
A: So, how was it?
B: Great. We had a great time.
A: What made you choose Bali?
B: It's a totally beautiful place.
A: Did you surf?
B: No. We rented motorcycles a few days. Mostly we just hung out at the beach and watched the sunsets for ten days.
A: The sunsets?
B: The sunsets in Bali are fabulous! The whole sky is bright pink and orange.
2. **A:** How was your trip to Brazil?
B: It was good. We were there a couple of weeks.
A: Were you in Sao Paulo?
B: Well, we flew into Sao Paulo, but then we went to the Pantanal.
A: The Pantanal?
B: Yeah, it's a huge area in Brazil. We go there to study different animals, like jaguars, and otters, and different birds.
A: That's cool.
B: Yeah, we spend a lot of time outside, and it's really humid there. Anyway, we go up the river at night by boat. And when it's clear out you can see a million stars. And sometimes, if we're lucky, we see jaguars.
A: Wow.
B: Yeah, there are so many animals everywhere. It was like communicating with nature.

REAL WORLD LISTENING

Concept Check

How do you prefer to get around? Check student understanding with one or more of the following questions.

T: How do you usually get to class? For vacations, how do you like to travel? Why? How is a bicycle better than a car? Walking better than a bus? A car better than walking?

Prepare

1. Play the audio (CD 2, track 13) to present the directions.
2. Introduce the activity. *T: Jason Lewis is traveling around the world by human power. What do you think “human power” means? Elicit students’ ideas about human power.*
3. Present the task. *T: Look at the pictures on page 50. Write the form of transportation in the boxes. Check answers by pointing to each form of transportation. T: What is this?*
4. Elicit answers from students. *T: What form of transportation is Jason using in the picture on the left? Right. A bicycle.*

Answers

Clockwise from left: bicycle, kayak, inline skates, pedal boat.

Get the Main Ideas

1. Begin the second part of the activity. *T: Listen to Part 1 again. Write the correct information. Look at the maps and read the phrases. This will help you focus.*
2. Point to the map. *T: Look at the first map. What does it say at the top? Right. England to Portugal. What does it say at the bottom? Transportation. So, you need to listen for the transportation he used from England to Portugal.*
3. Give students time to look over the other maps in pairs. *T: Now look at the other maps. For each map, look at the words. Think about what information you need to listen for.*

4. Play the audio for Part 1 only (CD 2, track 14). Play the audio again for students to confirm their answers.
5. Elicit the answers from students. *T: How did Jason get from England to Portugal? How many days did it take him to cross the Atlantic ocean from Portugal to Florida? Continue.*

Answers

England to Portugal: by bicycle

Portugal to Florida: 111 days

Florida to San Francisco: inline skates

San Francisco to Australia: 53 (to Hawaii) + 12 = 179

Through Australia: by bicycle

Australia to Singapore: by kayak

Concept Check Follow-up

T: How does Jason prefer to get around? Why?

Respond to the Ideas

1. Introduce the final part of the activity. *T: Listen to Part 2 and answer the question.*
2. Play the audio for Part 2 only (CD 2, track 15). Play it again, as needed, for students to confirm their answers.
3. Elicit the answer from students. *T: What has Jason learned on his trip? (He has learned so much about the world and about himself.)*
4. Put students in pairs. Present the question. *T: Jason is following his dream. A Do you have a dream? Is it to start a business or work overseas? What is it? Elicit answers. T: What do you want to do? How can you make your dream come true?*
5. **Optional:** Replay the audio (CD 2, tracks 14–15). Ask students details about Jason’s journey. Point out that he has a website: www.expedition360.com.

SCRIPT

Part 1: Steven describes Jason’s voyage.

Steven: Welcome to Global Trek. I’m Steven Morris, and today I’m in Singapore with special guest Jason Lewis. Jason is on a round-the-world trip using just human power. He started in England and went by bicycle through Europe down to Portugal, and then across the Atlantic Ocean in a special pedal boat. Using no motors, no sails, just human power. This part of the trip took 111 days. Then Jason traveled by inline skates across the U.S., from Florida to California. The next leg of the trip, from San Francisco to Australia, was the longest part of the trip so far. San Francisco to Hawaii was 53 days, and then from Hawaii to Australia was 126 days. All in his special pedal boat, the Moksha. Then Jason traveled through Australia by bicycle and then up the Indonesian coast to Singapore by kayak. Wow, what an incredible trip!

Part 2: Steven interviews Jason.

Steven: What made you decide to do this?

Jason: Other people have gone around the world, but no one has done it this way. I wanted to be the first to do it by human power alone.

Steven: Well, now we’re in Singapore. What is the route from here?

Jason: Well, we’re going to go by bicycle up through Thailand, China, and India. And then work my way back to Europe. Back to my starting point in England.

Steven: How?

Jason: By bicycle all the way to France, and then pedal boat again across the English Channel.

Steven: Wow. And, how long do you figure it will take you?

Jason: I have no idea. When I started, I thought maybe five or six years total. But it’s been longer than that, and I’m not done yet!

Steven: Any regrets?

Jason: No, none at all. It’s been incredible. I’ve learned so much about the world and about myself. I’ve met so many great people.

Steven: Well, it’s been a pleasure talking to you, Jason. Good luck on the rest of your trip.

Jason: Thanks.

INTERACTION LINK

Take a Trip!

1. Present the activity. *T: Now you are going to plan a trip around the world. You will work together to plan the details of your trip.* Direct students' attention to Part 1. *T: First do Part 1. Read each word or phrase. Decide if it is transportation, lodging, or a highlight. Write the word in the chart.*
2. Draw the chart on the board. Do an example for each category to make sure students understand the vocabulary. *T: Let's start with bus. We go places by bus, so where do we write it? Under transportation. That's correct. How about hotel? Lodging means a place to stay. We stay at a hotel, so write hotel under lodging. Highlights are fun things. Go hiking is a fun thing to do. Write it under highlights.*
Depending on the level of the class, have students work alone, in pairs, or as a class to complete the chart.

Answers

Transportation: bus, car, train, plane

Lodging: hotel, campsite, guest house, hostel, home-stay

Highlight: go hiking, attend festival, visit a museum, go shopping, take photos, talk to locals (the people who live in a particular place)

3. Have students work in pairs or small groups. Present the second step. *T: Now plan your trip. Look at the chart. There are four parts of your trip. Explain that leg = part. T: Leg means part. Decide where to go, how to travel, where to stay, and what to do for fun for each part. Include a lot of details. Use the words above or use other words you know. You can also add more parts to your trip if you want to. Use a separate piece of paper.*
4. After students have completed their routes have them work in groups to compare trips. Tell students to ask each other questions and make suggestions. Tell them to share any information or travel tips they know about the countries the other students mention.
5. Call on students to present their trips to the class.
T: (name). Tell us about your trip. What will you do for Part 1? (name). Tell us what you will do for Part 2?

Note: You can set up various conditions, such as length of time or a budget, or let the students make those decisions. Circulate and help as needed. Remind students to review country names in Unit 4, as needed.

Optional: Ask students to create an ideal trip by choosing parts of their classmates' itineraries and making them into a single trip. For example, one student may decide she likes Part 1 of one group's trip, and Part 4 of another group's trip.

Extensions

Here are some extension tasks to develop the theme of the unit. Use one of these if you have time. You can assign one activity to the whole class, or allow individuals or groups to select the activity that interests them.

Task 1

Ask students to use the trips they planned in the Interaction Link to make a travel advertisement. They can make a poster featuring various trips, or create a newsletter in which the trips are advertised. They can also create a travel segment for a website in which they presenting their different travel ideas.

Task 2

Have students form groups to discuss Jason's trip and write questions they would like to ask him. Tell them the questions can be about details such as What did you eat? or How did you sleep in the pedal boat? What animals did you see? Who did you meet? as well as questions about how he felt, such as: Were you ever scared? What was hard? What was fun? If possible, have them go to his website to read more about his trip and to try to find answers to their questions. Ask them to share with the class what they find out.

Jason Lewis's website: www.expedition360.com

LEXICAL MAP

By the end of Unit 10, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Transportation

boat
bus
fly
foot
plane
swim
taxi
train

Places

coast
beach
area
islands

Trip Descriptions

alone
bright
huge
incredible
pleasure

Expressions

Did you have fun?
How long did it take?
How was it?
How was your (trip)?
That must have been (fun).
Where did you go?

REVIEW UNIT 2: (Units 6–10)

Part 1: pages 52–53
Part 2: page 54–55

Part 1 Audio: CD 2, track 16
Part 2 Audio: CD 2, tracks 17–26

Unit Overview

In this unit students revisit the vocabulary, expressions, constructions, and concepts they learned in Units 6–10. The Review Unit is included to give the students an opportunity to review the material and to ask questions, as well as to provide them with practice in taking standardized tests.

Topics

- Unit 6. Family
- Unit 7. Directions
- Unit 8. Jobs
- Unit 9. Schedules
- Unit 10. Travel

REVIEW

Before the Review

Before students listen to the Review Unit, take some time to review units 6–10. This can be done in the following ways:

1. Have students work in pairs. Ask them to read the sentences in the Warm Up sections aloud, and then look over the other sections.
2. Work together as a whole class to review one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for each unit. This will help students to recall the language they learned in the Listening Task and the Real World Listening sections, as well.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

Introducing the Review

Present Review Unit 2 after students have completed Unit 10.

1. Have students turn to page 52 in the Student Book. Present the activity. *T: Now we are going to do a review of Units 6 to 10. Remind students how the review is organized. T: Before you listen, let's look at the review. Remember, the review has two parts. In Part 1, you listen and fill in the missing words. Write the words on the lines. In Part 2, you will hear ten conversations. Listen to each conversation. Then answer the question. Circle the answer. Remember in Part 1 to write your answers clearly, and in Part 2 to make a dark and complete circle.*
2. Check understanding. *T: Are there any questions?*
3. Remind students of the scoring procedure you are using. As you present the information orally, write it on the board as well. Modify the following, as needed, based on how you have decided to “weight” the scores in your class. *T: Part 1 is 30 points. An exact answer is 2 points, a half correct answer is 1 point, and an incorrect answer is 0 points. In Part 2, each question is 2 points. If your answer is correct, you get 2 points. If it is not correct, you get 0. Remind students how to circle an answer correctly. T: The answer is “b.” Make a complete circle around the letter b. Review that if they don't mark answers clearly, they can lose points on a standardized test.*

Presenting the Review

1. Present Part 1. *T: Now look at Part 1. Hearing the correct words. Listen and write the missing words. Before students listen, have them read over the items. T: First read the sentence parts in the book. Give students time to read silently.*
2. Play the audio (CD 2, track 16) as students write their answers.
3. Play the audio again as students check their work.
4. Present Part 2. *T: Now look at Part 2. Understanding conversations. Listen to each conversation. Then circle the answer. Before students listen, have them read over the items. T: First read the questions and the answer choices in the book. Give students time to read silently.*
5. Play the audio (CD 2, tracks 17–26) as students listen and circle their answers.
6. Play the audio again as students check their work.
7. Have students work in pairs to compare answers.
8. Correct answers as a whole class. Elicit answers from students. *T: (name). Part (1), number (1).*
9. As a final check, use the answer key to read the answers aloud for the class, or write the answers on the board depending on the level of the class.
10. **Optional:** Play the audio for Part 2 (CD 2, tracks 17–26). Pause after each conversation and ask additional questions, such as:
 - Conversation 1:** Is the ATM two blocks up or three blocks up?
 - Conversation 2:** What is the yoga studio called?
 - Conversation 3:** What city are they in?
 - Conversation 4:** Where does he teach math?
 - Conversation 5:** Who does she make video programs for?
 - Conversation 6:** Does she teach kids or adults?
 - Conversation 7:** How does she greet Jane?
 - Conversation 8:** Did they fly into Sao Paulo?
 - Conversation 9:** Did he cross the Atlantic or the Pacific Ocean?
 - Conversation 10:** What was the longest part of the trip?

REVIEW UNIT 2: (Units 6–10)

Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Replay the tracks for items many students had difficulty with. Provide additional help as needed. Answer any questions students have about the Review Unit. *T: Do you have any more questions?*
3. Another option is to play each conversation in Part 2 and focus on the social language. For example, play an extract, and ask students questions about the relationship between the speakers (*T: Are they friends? How do you know?*), or ask how the speakers are feeling (*T: Is he happy or sad? Is she nervous or excited?*).
3. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class. In addition, suggest that they go back and review the Self-Study pages from earlier units in the book.
4. Ask students to think about their progress. *T: At the end of the first Review Unit, I asked you to think about two things to try to do to improve your English. Did you try those things? Did it help you? What will you try to do before the next Review Unit?*
5. Review test-taking techniques. *T: Let's review how to take a test. Did you read the directions carefully? Did you read all of the answer choices before you listened? Did you mark your answers clearly?*

Teaching Tip

The presentation of the Review Unit can be modified in a number of ways. One way is to do it together as a whole class activity. Play each item, then pause and answer together. Talk about the details of each conversation, and focus on the vocabulary used in Part 1. Then provide students with additional practice using some of those vocabulary items; for example, have students use the words in original sentences or to write their own conversations.

Timing

The Review Unit provides the students an opportunity to consolidate their understanding of the material they have studied thus far and allows you an opportunity to decide how to possibly modify your class presentation to best meet the needs of a particular group of students. The Review Unit also provides practice in taking standardized tests. Because standardized tests are typically timed, it can be beneficial to the students to do the Review Unit as a timed activity. Use your experience with each class to decide how you need to modify the time to meet their needs. Some classes may need a slow pace, including several audits of the script, while other classes may benefit from the challenge of a faster pace with fewer audits of the script.

REVIEW UNIT 2: (Units 6–10)

SCRIPT

Part 1

1. Masa is my husband. We got married in Japan in 1999.
2. This is Jackie, my niece. She's my older brother Tom's daughter.
3. Turn right on Walnut Street.
4. It's on the corner of Walnut and First Street.
5. The hospital is across from the shopping center.
6. I'm an ER doctor. In the emergency room, we get a lot of sick people and a lot of unusual accidents, so it's never boring!
7. It's a lot of fun being a tour guide. I meet people from all over, and tourists are usually a pretty happy bunch of people.
8. Dinnertime is stressful in my job. I'm a waiter. You have to get food to your customers really fast. I work at a good restaurant, though, so the tips are great!
9. I love being a graphic designer. I design all kinds of things, including websites and logos for companies. I like my job because I can be creative.
10. I go to work on Mondays, and Wednesdays, and Fridays. It's only part-time, but I make pretty good money.
11. On Saturdays I clean my apartment. It's not fun, but I have to. I live with three other people, and our apartment gets very messy.
12. I don't have a lot of time to watch TV. Sunday evenings are about the only time I do it. There's a talent show I really like.
13. You can take a taxi to any place. The taxi fare is usually pretty cheap.
14. I usually fly to Los Angeles. It's only a short flight.
15. Let's go by foot. It's not very far, and we need the exercise.

Answers

1. husband
2. daughter
3. right
4. corner
5. across
6. emergency room
7. tour guide
8. waiter
9. creative
10. part-time
11. Saturdays
12. evenings
13. take, fare
14. flight
15. foot

REVIEW UNIT 2: (Units 6–10)

SCRIPT

Part 2

1. **A:** Excuse me, is there an ATM close by?
B: Mm, I think so.
A: You think so?
B: Yeah, uh, I think there's one on this street.
A: OK.
B: I think it's about three blocks up, on the left, next to the bookstore.
A: OK, thanks.
B: No problem.
2. **A:** Hey, do you know where that new Yoga Center is?
B: Do you mean Earthsong Yoga?
A: Yeah, that's it. I want to try it.
B: Oh, I know where it is.
A: So?
B: It's on Seventh Street, across the street from Sichuan Garden, the Chinese restaurant.
A: Oh, I know where that is. Thanks.
B: Let me know how it is.
3. **Lisa:** So, Brian, we want to see some of San Francisco this afternoon. Do you have any suggestions?
Brian: Oh, you want to be tourists, huh?
Lisa: Yeah, sure.
Brian: Well, you can start at Ghirardelli Square.
Lisa: Is it far?
Brian: No, no, it's really close. Here's a map. Just walk down Larkin Street to North Point Street. It's right there, just about six or seven blocks.
4. **A:** What does your brother Tim do now?
B: He's a teacher.
A: Really? Tim? I thought he went into engineering.
B: No, he switched to teaching. Now he teaches math at a high school.
A: Wow. Does he like it?
B: Yeah, a lot. He says it's a hard job, and he always has work to do at night. He doesn't like that.
A: I bet.
B: But he likes his students. He likes getting them excited about math.
5. **A:** What kind of work do you do, Ann?
B: Me? I'm a video game programmer.
A: Ah, so you play on computers all day!
B: Yep, that's right.
A: So, you like it?
B: Yeah, it's really fun to create video games for kids, but ...
A: But what?
B: Well, it gets a little lonely.
A: Really? Why?
B: All I ever do is look at a computer screen! And I work alone most days.
A: Yeah.
6. **A:** Hey, Tina, How have you been?
B: Great. I just got a new job.
A: Doing what?
B: I'm a swimming instructor. I teach kids at the Concord Health Club.
A: Not bad.
B: Yeah, I really like it. It's only one day a week, though. Just Thursday, so I don't make much money.
7. **A:** Hey, Jane. You look totally great!
B: Thanks.
A: So, what have you been up to?
B: Well, I started working out at the gym.
A: You look really in shape.
B: You should come with me. I'm going Thursday night after work.
A: Hmm. Maybe I'll go. Call me.
B: OK.
8. **A:** How was your trip to Brazil?
B: It was good. We were there a couple of weeks.
A: Were you in Sao Paulo?
B: Well, we flew into Sao Paulo, but then we went to the Pantanal.
A: The Pantanal?
B: Yeah, it's a huge area in Brazil. We go there to study different animals, like jaguars, and otters, and different birds.
A: That's cool.
9. **Steven:** Welcome to Global Trek. I'm Steven Morris, and today I'm in Singapore with special guest Jason Lewis. Jason is on a round-the-world trip using just human power. He started in England and went by bicycle through Europe down to Portugal, and then across the Atlantic Ocean in a special pedal boat. Using no motors, no sails, just human power.
10. **Steven:** Then Jason traveled by inline skates across the U.S., from Florida to California. The next leg of the trip, from San Francisco to Australia, was the longest part of the trip so far.

Answers

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. c |
| 3. c | 8. b |
| 4. c | 9. a |
| 5. a | 10. c |

UNIT 11: Money

Main Activities: pages 56–58

Interaction Link: page 59

Self Study: page 90

Warm Up: CD 2, track 27

Listening Task: CD 2, tracks 28–32

Real World Listening: CD 2, tracks 33–34

Unit Overview

In this unit students listen to people talking about money and money management. In the Real World Listening section, they listen to a description of what one person spends money on in the course of a day. In the Interaction Link, students talk about their own spending choices.

Vocabulary Focus: Money Management

(run out of) money, (can't) afford, lend (to), bargain, expensive, save, borrow (from), cheap, (on) sale, (in) debt, earn, set aside

Useful Expressions

How much does ... cost?

How much is ... ?

How much do you spend on ... ?

That's a great deal.

I can't afford it.

Concept Check

Do you think you spend too much money? What do you spend it on? How can you spend less money?

WARM UP

Getting Started (books closed)

1. Introduce the topic of spending and saving money.
T: Think of one thing you want to buy this week. What is it? How much does it cost? Now, think of something expensive you want to spend money on. For example, a car or a trip. What is it? About how much does it cost?
2. Introduce "budget." Write on the board. *T: Some people make a plan for how to spend the money they have. For example, they decide how much they can spend in a week for groceries, for clothes, to eat in restaurants, and so on. This plan is called a budget. Do you think it's hard to stick to a budget?*

Warm Up

1. Begin the activity. *T: Open your books to page 56. Discuss the title "Where does it all go?" Write on the board: "it = money." T: What do you think "Where does it all go?" means? (A: How do we spend money so quickly? What things do we spend our money on?)*
2. Direct attention to the activity. *T: What do different people say about money? Write the missing words. Let's do the first one together. I run out of money almost every month. I don't know how it happens. Now try the rest on your own.*
3. Allow students some time to complete the sentences. Then have students compare their answers in pairs.
4. *T: Now listen and check.* Play the audio (CD 2, track 27).

- Play the audio again for students to check their work.
5. Elicit answers. *T: (name). Read the full sentence for (2).*
 6. Have students form pairs to take turns reading the sentences aloud. *T: Read the sentences with your partner.*
 7. Present the Useful Expressions. Ask students to read over them. Write some items on the board, such as: this jacket, that pair of jeans, food, rent, clothes. Model the sentences using the items on the board. Pause for students to repeat.

Answers

- | | | |
|------------|--------------|---------------|
| 1. money | 5. expensive | 9. sale |
| 2. afford | 6. save | 10. debt |
| 3. lend | 7. borrow | 11. earn |
| 4. bargain | 8. cheap | 12. set aside |

Pairwork

Put students in pairs and allow them several minutes to complete the activity. *T: Now talk to your partner. How much money do you spend in a day? In a month? Is it too much? Do you ever run out of money? Take turns.*

Teaching Tip

The primary purpose here is fluency practice. Circulate and monitor students. Take notes on any common errors you hear, but wait to make corrections until students finish.

SCRIPT

1. I run out of money almost every month. I don't know how it happens.
2. I want to buy a new car, but I can't afford it. I just don't make enough money.
3. I need \$70 for a new pair of jeans. I wonder if my mom will lend it to me.
4. These shoes are only \$25. That is such a bargain.
5. You paid \$500 for a jacket? Are you crazy? That's way too expensive!
6. I need to save some money. I'm spending too much.
7. My brother wants to borrow \$10 from me. He never has any money.
8. This dress is so cheap. It's only \$30. I have to buy it!
9. I got an incredible deal on this cool phone. It was on sale. Check it out.
10. I'm always in debt. I need to stop using my credit cards all the time.
11. I earn a lot at my job. The tips are great!
12. I want to set aside some money each month so I can take a trip next summer.

LISTENING TASK

Preparation Questions

Have students pay attention to the pictures. *T: Look at the pictures. What are the people doing? What money problems are they talking about? Elicit ideas. T: (name). In picture one, where is he? What is he thinking about? Option:* Have students form pairs to discuss the pictures.

First Listening

1. Play the audio (CD 2, tracks 28) to present the directions. Explain the activity. *T: Listen. In each conversation, what do the people want to spend money on? Check your answer. First read the answer choices. Give students time to read the choices. T: Now let's do the first one together.*
2. Play the audio (CD 2, track 29). *T: What does he want to spend money on? To buy a car, right? Now let's do the rest.*
3. Play the audio (CD 2, tracks 30–32). Play the audio again for students to check their work (CD 2, tracks 29–32).
4. Have students form pairs to compare answers. *T: Work with a partner and check your answers.*
5. Elicit answers from students. *T: (name). Number (2). What do they want to spend money on?*

Answers

- | | |
|-----------|----------------------|
| 1. a car | 3. clothes for a job |
| 2. a trip | 4. a wedding |

Second Listening

1. Explain the activity. *T: Now let's listen to the conversations again. How much money do they need? Check the answers.*
2. Play the audio (CD 2, tracks 29–32). Play the audio again for students to confirm their answers.
3. Elicit answers from students. *T: (name). Number (1). How much money does (he) need?*
4. **Optional:** Ask additional questions about each conversation, such as:
 1. What kind of car does he want? What color? Do you think he will be able to buy it? Why not?
 2. Where do they want to go? Do you think they can save the money?
 3. Why will she probably spend less than \$500?
 4. Is the wedding big? Are his parents paying for it?

Answers

- | | |
|-------------|---|
| 1. \$12,000 | 3. \$500 (but says she'll shop the sales, so may need less) |
| 2. \$3,000 | 4. \$30,000 |

Pairwork

Put the students in pairs. *T: What do you do to save money? Tell your partner. After several minutes, write on the board: How to Save. Elicit ideas from students. T: (name). What do you do to save money? Compile a list on the board.*

SCRIPT

1. **A:** I saw a really cool used car today.
B: Yeah?
A: It's a 1973 C3 Corvette, metallic yellow. It's beautiful.
B: Let me guess. You want to buy it.
A: Um, yeah.
A: No way! How can you afford it? How much is it?
B: Well, it's kind of a lot. It's, um, \$12,000.
B: Come on, Andy, you're a pizza delivery guy! You can't afford that.
2. **A:** OK. I have a plan. Let's go to Europe this summer.
B: Sounds great, but how? We don't have any money.
A: I figure we need about \$3,000. We just have to save.
B: OK. How do we do that?
A: No more coffee shops. We'll drink coffee at home. No restaurants. We'll eat at home.
B: Wait. Can we spend money on anything?
A: Yeah, plane tickets to Europe.
3. **A:** I need to get some clothes for my new job.
B: Well, why don't you buy some then?
A: I went to the mall. Everything is so expensive. It's going to cost me like \$500.
B: No. Relax. Look for things on sale. You can find some good deals out there.
A: Yeah, I guess.
B: I'm telling you. I always find things on sale.
A: OK, will you go with me?
B: Sure.
4. **A:** Hey, so I heard you were getting married. Congratulations.
B: Oh, yeah, thanks.
A: You don't sound very happy about it.
B: Well, we want to have a big wedding and a reception at a nice hotel and all, but it's super expensive. It's going to be at least \$30,000.
A: Wow! Why don't you borrow the money from your parents?
B: I don't want to ask them.

REAL WORLD LISTENING

Concept Check

Do you spend too much money? Check that your students understand the main concepts of the Real World Listening. Here are some questions you can ask: *How much money do you spend each week? What do you spend it on? Do you think you spend too much money? Why? How can you spend less money each day?*

Prepare

1. Introduce the Prepare step. *T: Look at the pictures on page 58. Sarah is trying to save money. She decides to keep track of what she spends money on. Check understanding of “keep track of.” T: She decides to write down what she spends money on each day.*
2. Play the audio (CD 2, track 33) to present the directions. Then direct students’ attention to the list of activities. *T: These are some of Sarah’s activities. Which activities cost money? Write a dollar sign. Which activities are free? Write a zero.*
3. Give students time to write their answers.
4. Check answers. *T: (name). Which activities cost money? Which activities are free? Does everyone agree? Give students time to explain their choices.*
5. Play the audio (CD 2, track 34). *T: Now listen to what Sarah does one day.*
6. Check understanding. *T: Did Sarah do any activities that didn’t cost money? (A: None are mentioned.)*

Teaching Tip

Answers may vary. For example, students might decide yoga costs money if Sarah does it at a health club or that it’s free if she does it at home. Likewise, watching TV or IMing a friend may not require that she spend money each day, but some students may decide it isn’t free because Sarah has to pay an electric bill or monthly Internet charges. Having students discuss their answer choices helps them think further about the unit theme of money management and allows them to use their own life experiences in the classroom.

Get the Main Ideas

1. Explain the activity. *T: Listen again. What does Sarah buy? How much does she spend? Check your answers. First, read the chart so that you know what to listen for. Give students time to read over the chart before listening.*
2. Play the audio (CD 2, track 34). Play the audio again

for students to confirm their answers.

3. Have students compare answers in pairs.
4. Elicit answers from students for each purchase. *T: (name). How much did Sarah spend on the bagel and coffee? (name). What is the total amount that Sarah spent?*

Answers

coffee and a bagel: \$4.75	Total =
a one-way ticket: \$5.50	\$42.25 (\$16.00 fare)
pizza and a salad: \$6.00	or
8 o’clock show: \$10.00	\$46.25 (\$20.00 fare + tip)
taxi to Broadway: \$16.00	
(fare), \$20.00 (fare + tip)	

Teaching Tip

Sarah gives the taxi driver a 20-dollar bill and says, “Here’s a twenty. Thanks. Good night.” We can infer that she gave him a \$4.00 tip. Explain this to the students, as needed, and accept either \$16.00 or \$20.00.

Concept Check Follow-up

T: What could Sarah do to spend less money in a day? (Eat breakfast at home, not go to a movie, not take a taxi home.)

Respond to the Ideas

1. Have students form pairs to discuss the question in the book. *T: Do you spend more or less than Sarah? Work alone. Write down what you do in a typical day and total up the amount. Compare with your partner. Circulate and help students calculate what they spend in a day.*
2. Ask students for their conclusions. *T: Do you spend more or less than Sarah? Take a class poll. T: Raise your hand if you spend more. Now raise your hand if you spend less.*

Teaching Tip

Even if students do not use dollars in their daily lives, they can compare Sarah’s activities with their own activities and make guesses as to who probably spends more money in a day. For example, if they don’t go to movie theaters or they don’t usually take a taxi, they might spend less. However, if they do something else that costs a lot of money, they might spend more. The main purpose here is to get students to discuss their own spending habits and make general comparisons. If students want to make more exact comparisons, give them the current exchange rates.

SCRIPT

Sarah: Good morning. I’d like a large coffee and a bagel.

Clerk: That’ll be \$4.75.

Sarah: Let’s see. The fare to downtown is \$5.50. Can I have one ticket to downtown?

Clerk: That’s \$5.50.

Sarah: Hmm. The lunch special today is pizza with a small salad and a drink for \$6. I think I’ll get that.

Alice: That’s a good deal. \$6. I’ll get that, too.

Sarah: I’d like a ticket for the 8 o’clock show.

Clerk: That’s \$10.

Sarah: Let’s take a taxi home. It’s so late, and I’m so tired. Taxi!

Sarah: Please take us to 56th and Broadway.

Driver: Sure.

Driver: Here you go.

Sarah: How much is the fare?

Driver: It’s \$16.

Sarah: Here’s a twenty. Thanks. Good night.

INTERACTION LINK

Saving and Spending

1. Present the first step. Read the directions aloud as students follow along in their books. *T: Let's read the directions together.*
2. Direct students' attention to the chart. *T: Look at the chart. Work alone. For each category, write under "Cheapest" what you do when you don't have a lot of money. Write under "Most expensive" what you do when you have a lot of money.*
3. Do the first one together. *T: Let's try transportation. What do you do for transportation when you don't have a lot of money? What do you do when you have a lot of money?* Model answers on the board: Cheapest—I walk everywhere. Most expensive—I take taxis everywhere.
4. Give students time to fill in the chart. Circulate and help as needed.
5. Present the second step. Have students work in pairs and compare ideas. *T: Work with a partner. Compare your ideas. Write the following structures on the board for students to use:*
For ... what do you do when you have a lot of money?
When I have a lot of money, I ... How about you?
What do you do when you don't have a lot of money?
When I don't have a lot of money, I ...
6. Have students form groups. Present the third step. Have students work in groups and decide on the best options. *T: Work in your group. For each category, compare ideas. Decide on the cheapest and most expensive option for each category.*
7. As a follow-up, call on groups to report what they decided. *T: Group (1), for clothing, what is your most expensive option? Your cheapest? Group (2), do you agree with them? Why (not)?*

Extensions

Use one of these extension tasks to create an additional speaking activity as time permits. You can assign a different activity for each class, or each group within a large class, or allow students to pick the task that interests them most.

Task 1

Have students work in small groups to write a brochure called "Saving Tips." Tell them to use their ideas from the Interaction Link as well as other ideas they know of for how to save money. Circulate and help students as needed. When students are done, call on groups to present their brochures to the class.

Task 2

Have students form groups of three for a role play. In the role play, one student is a financial advisor who will try to help the other two students, who are a couple, with a money problem. Students can decide on their own why the couple is getting help, or you can brainstorm with the class a list of reasons and write the list on the board for the students to refer to. Possible reasons are: they want to buy a new house, they want to take a vacation, they are always in debt, and they earn a lot of money, but they spend too much.

LEXICAL MAP

By the end of Unit 11, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Money

afford
lend
expensive
tips
save
borrow
cheap
sale
debt
credit
earn
dollars
spend

Expressions

a great deal
so expensive
make money
can't afford to
How much does ... cost?
How much is it?

UNIT 12: Free Time

Main Activities: pages 60–62
Interaction Link: page 63
Self Study: page 91

Warm Up: CD 2, track 35
Listening Task: CD 2, tracks 36–40
Real World Listening: CD 2, tracks 41–44

Unit Overview

In this unit students listen to people talking about things to do. In the Real World Listening section, they listen to three speakers from different countries talk about what they like to do. In the Interaction Link, students have an opportunity to imagine they are the concierge for a hotel.

Vocabulary Focus: Activities

go out, go clubbing, hear some music, have some fun, take a break, hang out, go shopping, get together, have a party, go to dinner, go dancing, go to a comedy club, go to a movie festival, play sports, go to the beach, go to the mall, sing karaoke, drive around, be into (shopping), feel like (going out), What are you up to? How does (the beach) sound? I'm in the mood to ... Do you have anything going on?

Useful Expressions

What do you think about a movie?
How about going to karaoke?
What about ordering a pizza?
Let's hang out at a coffee shop.
What are you up for tonight?

Concept Check

What activities do you like to do with your friends? What are your favorite activities? How do you and your friends decide what you're going to do?

WARM UP

Getting Started (books closed)

1. To introduce the topic of leisure activities bring in a copy of the local newspaper and talk about entertainment ideas: movies, museum exhibits, theater, concerts, festivals, etc. Include the time, place, and something about each event. Ask students about what they have done recently.
2. Ask students what they like to do in their free time.
T: (name). What do you like to do in your free time?

Teaching Tip

Using realia, such as the local newspaper, is a way to provide students with visual support and ideas. Here it is used as a way to stimulate interest in the topic and to help students activate the vocabulary they know about the topic.

Warm up

1. Get students started on the activity. *T: Open your books to page 60. Look at the top of the page. What are the people in the pictures doing?* Elicit answers from students. Then present the task. *T: Write the missing words. Use the words and phrases in the box. Read the first sentence. T: Let's do the first one together. I feel like going out tonight. Let's go somewhere fun. Now try the rest on your own.*

2. Allow students some time to finish.
3. *T: Now listen and check your answers.* Play the audio (CD 2, track 35). Play the audio again for students to check their work.
4. Elicit answers from students. *T: (name). Please read the full sentence for number (2).*
5. Model the sentences in Useful Expressions, pausing for students to repeat. Explain these are all used to suggest activities. Point out some common responses: That sounds good. That sounds like fun. Sure. Sorry, I can't. I'm busy. I'm not really into that.

Answers

- | | | |
|--------------|-------------|-------------|
| 1. feel like | 5. free | 9. going on |
| 2. clubbing | 6. Let's go | 10. want to |
| 3. to | 7. into | |
| 4. quiet | 8. sound | |

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. *T: Think about different things to do for fun. Suggest them to your partner. Decide on something to do.*

SCRIPT

- | | | |
|--|---|---|
| 1. I feel like going out tonight. Let's go somewhere fun. | 5. Are you free Saturday night? Let's have some fun after our exams are over. | 8. Are you busy Sunday? How does the beach sound to you? |
| 2. I want to dance. How about going clubbing tonight? | 6. I need to take a break from studying. Let's go hang out somewhere. | 9. Do you have anything going on this Friday night? I'm having a party. |
| 3. What are you up to this weekend? I'm in the mood to go hear some music. | 7. I'm not really into shopping. I'm up for a movie or something, though. | 10. Do you want to get together tomorrow? It's my day off. |
| 4. I'm tired. I feel like going somewhere quiet tonight. | | |

LISTENING TASK

Preparation Question

Tell the students to focus on the pictures. *T: Look at the pictures. What do you think they like to do for fun?* Have students talk about details in each picture and use those details to make predictions about what the people like to do.

First Listening

1. Play the audio (CD2 track 36) to present the directions. Explain the activity. *T: What do they decide to do? Check the answers in your book. Let's do the first one together.*
2. Play the audio (CD 2, track 37). *T: What do they decide to do? Right. "Go to dinner" is checked in your book. Now let's do the rest.*
3. Play the audio (CD 2, tracks 38–40).
4. Play the audio again for students to check their work (CD 2, tracks 37–40).
5. Elicit answers. *T: (name). Number (2). What do they decide to do?*

Answers

- | | |
|-----------------|---------------------------|
| 1. go to dinner | 3. go dancing |
| 2. take a break | 4. go to a movie festival |

Second Listening

1. Explain the activity. *T: Now listen again. What do they say? Check your answers. The first one has been done for you. Before you listen, read the answer choices. Give students time to read the answers.*
2. Play the audio (CD 2, tracks 37–40). Play the audio again for students to confirm their answers. Then have students compare their answers in pairs.

3. Elicit answers. *T: (name). For number (1), what does (she) say?*
4. If time permits, ask additional questions. *T: (Conversation 1): Does she want to go out? Does he? What kind of place does he suggest? (Conversation 2): What does she need to study for? What time is it now? (Conversation 3): What day is it? What kind of week did she have? Where is the club? Is the club old or new? (Conversation 4): What kind of movies are they going to see? Is Lisa scared? What does her friend want to do instead? Why will they leave?*

Answers

- | | |
|-----------------------------|-------------------------------|
| 1. "I guess I can do that." | 3. "I guess I'm up for that." |
| 2. "I can't stay long." | 4. "OK, I'll do it." |

Language Point

In all of these conversations, the speakers are negotiating. One speaker wants to do something and the other doesn't. In the end, they agree to do something. If time permits, point this out to the students. Then replay the audio and have students listen again for some of the phrases they each use to say what they want before they decide what to do.

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. *T: How do you and your friends decide what to do? Is there one friend who is more of the leader? Tell your partner: As a wrap-up, elicit ideas from students. T: (name). How do you and your friends decide what to do?*

SCRIPT

1. **A:** What are you up for tonight, Maya?
B: Mm, I'm kind of tired. Maybe just stay home.
A: Come on. I feel like going somewhere. I want to do something.
B: Uh, I don't want to go out. I'm too tired.
A: Let's just go out to dinner. Maybe we can go some where quiet.
B: OK, I guess I can do that. I just don't want to stay out late.
A: We won't. I promise.
B: OK. Give me a minute to get ready.
2. **A:** Hey, Erica, it's Dan. What's going on?
B: Not much. Just studying.
A: Do you want to go get some coffee?
B: I don't think I can. I have a big math exam tomorrow.
A: Come on, Erica. I need to take a break from studying.
B: OK. I'll meet you at the coffee shop in the Science Center in about a half an hour. I can't stay long, though.
A: OK. Uh, it's seven now. So I'll see you at 7:30.
B: OK. See you.
3. **A:** Hey, come on, Alex. It's Friday night. I'm in the mood to do something fun.
B: How about a movie?
A: Nah, I feel like going dancing. I need to get a little crazy. This was a bad week for me!
B: Dancing? Sure, I guess I'm up for that.
A: Great. There's that new club near the station.
B: You mean the Paradise Club?
A: Yeah, that's it. The Paradise. I heard the DJ is good.
B: OK. Let's try it.
4. **A:** Hey, it's Lisa. Are you busy on Saturday afternoon?
B: Not really. What's up?
A: There's a movie festival at the art museum. They're showing these really scary horror movies!
B: Um, Lisa, I'm not really into horror movies.
A: Let's just go. It's fun to get scared sometimes.
B: Um, I don't know.
A: Listen, We'll leave if you get super scared. How does that sound?
B: Oh, OK. I'll do it.
A: Great.

REAL WORLD LISTENING

Concept Check

What activities do you like to do with your friends? Check that students are thinking about the main ideas with questions like these: *What are your favorite activities? Why do you enjoy them? What activities do you want to try? Why?*

Prepare

1. Play the audio (CD 2, track 41) to present the directions. Direct students' attention to the pictures. *T: Sofia, Kaitlin, and Emi are talking about what they like to do for fun. Look at the countries they are from. What activities do you think they will mention? Check some activities in the list. Do you think the activities will be the same or different?*
2. Elicit answers. *T: (name). What activities do you think (Sofia) will mention?* Call on several students to talk about each girl. Encourage students to use what they know to make "good guesses." For example, Sofia, Kaitlin, and Emi are about the same age, they look friendly, they look like they are all students, and so on.
3. Play the audio (CD 2, tracks 42–44). *T: Now listen to them talk about what they like to do.*
4. Check predictions. *T: Did you guess some of the activities?*

Get the Main Ideas

1. Explain the activity. *T: Listen again. Check the things they like to do.*
2. Play the audio, one part at a time (CD 2, tracks 42–44). Pause after each track for students to mark their answers.

Answers

Sofia: go to the movies, play sports, hang out

Kaitlin: go to the beach, go to the mall, work at a café

Emi: go shopping, go to the movies, sing karaoke, go dancing

3. Play the audio again for students to confirm their answers. Depending on the level of the class, play the audio straight through or in parts again.

4. Have students work in pairs to compare their answers. *T: Work with your partner to compare your answers. Did you check the same things?*
5. Elicit answers from students. *T: (name). What did you check for Sofia? (name). How about you?*

Concept Check Follow-up

T: What is Sofia, Kaitlin and Emi's favorite activity? (hanging out with friends)

Respond to the Ideas

1. Put students in small groups and have them discuss the question in the book. Allow students time to share their ideas. *T: Work together to answer the question: Do you agree with Sofia that "it's the same everywhere?" What do you like to do with your friends? Take turns saying what you like to do.*
2. Circulate and monitor students as they share their ideas. Check that all students are participating.
3. Ask students to share their conclusions and give reasons. *T: Group (1), do you agree with Sofia? Why? Why not? Group (2), what things do you like to do with your friends?*
4. As a wrap-up, take a class poll. *T: Do you agree with Sofia that it's the same everywhere? Raise your hand.*

Teaching Tip

During group work it can be difficult to get all students to participate. One way to promote participation is to have one student be the "reporter" and write down the group members' conclusions. This makes it easier for students to monitor themselves and make sure they give each other opportunities to speak.

Language Point

Introduce or review phrases that students can use to give opinions, and to agree or disagree with the opinions of others. To give opinions: *I think that ...* To show agreement: *I think so, too./Me, too./I do, too./I agree with you.* To show disagreement: *Not me./I don't agree with you./I don't think so.*

SCRIPT

Sofia: So, at home in Bulgaria I like to go out and be with my friends, you know, have fun. We are all so busy with school and all, studying all the time, so then on the weekend we like to get together and do something. We go to movies or we go shopping, you know, just walk around and look at the stores to see the latest fashions, what clothes to wear. Or sometimes we play sports, like swimming or tennis. And sometimes we do nothing, you know, we just hang out and talk and relax and not think about anything important. My parents are really strict. They want me to study hard all the time. So, when I have a little free time, I like to hang out with my friends and do something fun. Laugh. I think it's the same everywhere, isn't it?

Kaitlin: Yeah, I guess it's the same. I live near Los Angeles. My friends and I, we studied pretty hard, but not so much, really. I mean, we got OK grades, but we weren't studying all the time. My parents weren't happy about that. They

got angry with me, but I don't know. I'm more of an action person. I like to get out, do stuff, have some fun, be with people. I just can't study all the time, so I had a part-time job at a café for a couple of years. Yeah, so, anyway, my friends and I, we all like to hang out together. We go to movies or shopping at the mall and, uh, we go to the beach a lot.

Emi: For me, it's kind of similar. My friends and I, we all study a lot. And on the weekend, it's about the same. I hang out with friends, go to movies, or go shopping. Oh, and go to karaoke. We all like to go to karaoke and sing really loud, especially after a big exam. We finish the exam and we just go and scream really loud and laugh and forget about school. It feels great! Sometimes we go to dance clubs on the weekends. I don't go very often, but some of my friends do. We are so busy with school, so I like to be with friends when I can.

INTERACTION LINK

Weekend Fun

1. Introduce the concept. *T: You work at a hotel. There are different types of people at the hotel. They all want to do something fun on the weekend.* Give students time to look over the page.
2. Present the first step. *T: Work alone. Decide on two activities for the people. Write two activities on the line below each photo.* Tell students to think about popular points of interest where they live. Point out they can use the same activity for more than one group if they want to. *T: Think about popular places to go to in your city. Think about parks, concerts, theater, children's activities, night clubs. You can use an activity for more than one group.*
3. Give students time to write the activities. Circulate and help as needed.
4. Present the second step. *T: Work with a partner. Compare the activities you chose. Decide what you would like to do.* After several minutes, call on students to share their ideas. *T: (name). Which activity do you like best? Which group would you like to do something with?*
5. **Option:** Have students do role-plays in pairs. One student is the concierge and the other is a member of one of the groups: e.g., a flight attendant. They talk about the activities the concierge suggests. Remind students to use the Useful Expressions to make recommendations about what to do. Model an example. *T: How about going to a jazz club? What about getting tickets for the theater?* As a wrap-up, call on pairs to perform role-plays for the class.

Extensions

Here are some extension tasks to develop the theme of the unit. Use one of these if you have time. You can assign one activity to the whole class, or allow individuals or groups to select the activity that interests them.

Task 1

Ask students to work in small groups to use their ideas from the Interaction Link to make a visitor's guide to their city. They can write it up as a webpage to put on the website for their city. Have students look at websites for different cities to get ideas on how to organize their ideas. When groups are finished, have them present their work to the class.

Task 2

Work with the students to come up with things to do for a weekend in your city for two options: a good-weather weekend and a rainy weekend. Alternatively, do a high-budget option and a low-budget option. In addition, you can have students choose a theme and build a list of activities around that. For example, things to do for artistic people, athletic people, world music fans, and so on.

LEXICAL MAP

By the end of Unit 12, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

School

math
exam
grades
study

Relationships

tired
alone
scary
partner
promise
relax
chat

Making Plans

feel like -ing
go shopping
hang out
I want to go ...
meet at
take a break
Let's go ...
What about ... ?
day off

Excuses

a lot to do
I'm not really into ...
I don't think so.
I don't know.

UNIT 13: Food

Main Activities: pages 64–66

Interaction Link: page 67

Self Study: page 92

Warm Up: CD 2, track 45

Listening Task: CD 2, tracks 46–50

Real World Listening: CD 2, tracks 51–55

Unit Overview

In this unit students listen to people talking about food and their food preferences. In the Real World Listening section, they listen to a TV cooking show about how to make pizza. In the Interaction Link, they have an opportunity to talk about their own food habits and foods they make.

Vocabulary Focus: Food

nouns: pizza, potatoes, beans, rice, chicken, eggs, pasta, salad, ramen, bottled water, energy drink, hamburger and French fries, soup, chips, pickles, sushi, cheese, dough, toppings, sauce, oil, hoisin sauce, peanut sauce

verbs: add, spread, bake, prepare, cover, mix, sprinkle, stretch

Useful Expressions

I'd like a bottle of water.

My favorite food is pizza.

That tastes good.

This is delicious.

She makes the best pasta.

Concept Check

What foods do you really like to eat? What foods do you dislike? What is your favorite meal? What is your favorite dessert?

WARM UP

Getting Started (books closed)

1. Introduce the topic of food and food preferences. *T: Think of three things you ate yesterday. What did you eat? What do you like to eat when you're really hungry? What is your favorite food? Do you like sweets? Tell your partner.*
2. Introduce the topic of international foods. *T: Do you like food from other countries? What foods do you like?*
3. Introduce the topic of holiday foods. *T: Do you eat something special for New Year's? For your birthday? For other holidays?*

Warm Up

1. Introduce the activity. *T: Open your books to page 64. Look at the Warm Up. Look at the pictures and unscramble the words. Let's look at the first one. Pizza. Now continue.*
2. Allow students some time to finish. Then have them compare answers. *T: Now check your answers with a partner.*
3. *T: Now listen and check your answers.* Play the audio (CD 2, track 45). Play the audio again for students to check their work.
4. Elicit answers from students. *T: (name). Number (2).*
5. **Optional:** Play the audio again. Pause and ask students what the speakers say about the different foods. *T: Does*

the speaker like pizza? Does the speaker like eggs? What kind of snacks does the speaker like? Why does the speaker eat a lot of ramen?

6. Model the sentences in the Useful Expressions, pausing for students to repeat. Check that students understand the difference between "I like" and "I'd like." Write on the board: I'd like a pizza = I want a pizza. I like pizza = I enjoy eating pizza. Point out that the article "a" is used with "I'd like ..." but not with "I like ..."

Answers

1. pizza
2. potatoes
3. beans and rice
4. chicken
5. eggs
6. pasta
7. salad
8. ramen
9. bottled water
10. energy drink
11. hamburger and French fries
12. soup
13. chips
14. pickles
15. sushi
16. cheese

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. *T: What do you usually eat for lunch? What's your favorite snack? Tell your partner.* Write on the board "My favorite snack is ..." for students to refer to as they speak. Call on a few students. *T: What do you usually eat for lunch? What's your partner's favorite snack?*

SCRIPT

1. I like pizza. It's so greasy.
2. I love potatoes ... boiled, baked, fried, whatever.
3. Beans and rice for lunch again? How boring.
4. Chicken is so good. The legs are my favorite part.
5. I don't really like eggs. They're too runny.
6. Pasta is so easy. You just boil it and dump some sauce on top.
7. I like salad because it's healthy, and I'm on a diet.
8. I eat a lot of ramen. It's cheap, you know?
9. I only drink bottled water. It tastes better than regular water.
10. I'm tired. I think I need an energy drink.
11. I think the perfect meal is a hamburger and French fries. Ah, junk food.
12. My mom makes the best soup. It's so warm and tasty.
13. I love snacks, like chips. Really, I like just about anything salty.
14. I don't eat much for breakfast, just some pickles and rice.
15. I don't like sushi at all. I don't like any kind of fish.
16. Cheese is my favorite food, especially feta cheese.

LISTENING TASK

Preparation Question

Have students look at the pictures of the food. *T: Look at the pictures. What are the people eating?* It is not necessary for the students to be able to identify all of the foods. The purpose here is to get them thinking about the foods the people will talk about.

Listening Task

1. Play the audio (CD 2, track 46) to present the directions. Explain the activity. *T: Listen to the conversations. Write plus (+) for the things the speakers like to eat, and minus (-) for the things they don't like to eat. First read the answer choices. Give students time to read the answers. T: Now let's do the first one together.*
2. Play the audio (CD 2, track 47). *T: What food does the speaker like? Rice and vegetables, right. What food doesn't the speaker like? A hamburger. Now let's do the rest.*
3. Play the audio (CD 2, tracks 48–50).
4. Play the audio again for students to check their work (CD 2, tracks 47–50).
5. Elicit answers from students. *T: Number (2). What does the speaker like? What doesn't the speaker like?*

Answers

1. + rice and vegetables, – hamburger
2. – chicken soup, + vegetable soup
3. – potatoes, + salad
4. – pizza, + pasta

Culture Note

Whereas beans and rice is a very common dish for many people in Latin America, vegetables and rice is a very common dish for many people in countries in Asia. Vegetables and rice can be eaten with a variety of toppings and side dishes. Sushi is made with a special rice and various toppings, including fish and vegetables. The fish may be

cooked or uncooked. Ramen, a noodle dish in a soup broth, is popular especially with people who want something inexpensive and quick to eat. Pasta, and ramen, are types of noodles. Pasta is used to refer to noodle dishes of Italian origin but is also used for noodle dishes from other countries.

Second Listening

1. Explain the activity. *T: Listen again. What doesn't each speaker like about one of the foods mentioned? First read the answer choices. Give students time to read the answers.*
2. *T: Now let's listen.* Play the audio (CD 2, tracks 47–50). Play the audio again for students to check their work.
3. Elicit answers. Identify the food in the question. *T: Number (1). Why doesn't the speaker like hamburgers?*
4. **Optional:** Have students listen again for details about why each speaker likes or doesn't like something. Ask questions, such as:
 1. Why is rice and vegetables his favorite food? (it fills him up/ it feels like home)
 2. When is the mother's soup good? (on a cold day)
 3. How do the potatoes feel? (mushy).
 4. She doesn't like pizza. Why does she eat it? (she is with friends).

Answers

- | | |
|-------------------|--------------------|
| 1. it's too heavy | 3. how it feels |
| 2. the taste | 4. too much cheese |

Pairwork

Ask students to work in pairs to talk about their favorite fast foods. *T: What are your favorite fast foods? Tell your partner.* Ask them to consider traditional snacks as well as modern fast food snacks. Call on students to share their ideas. *T: (name). What is your favorite fast food?* Compile answers on the board. Have students decide on the three most favorite foods.

SCRIPT

1. When I want to eat something that makes me feel really good, I eat just rice and vegetables. Maybe with a little tofu. It's very simple, but it's my favorite food. It fills me up, and, well, it feels like home. I would choose rice and vegetables over a hamburger any day. I never eat hamburgers. I don't like the taste. They're too heavy.
2. I have to say my favorite food is my mother's soup, especially on a cold day. My mother always makes soup. All kinds, but my favorite is her vegetable soup. I love the smell of soup cooking when I get home. But I don't like her chicken soup. My mom's a good cook, but I just don't like the taste of chicken. It doesn't matter how it's cooked.
3. I love salads. I eat salad everyday. I like the fresh feeling. How everything crunches when you bite into it. Like the lettuce, and the carrots, and all. That's probably why I don't like potatoes. I never eat potatoes. They are too soft, too mushy. I don't like how they feel in my mouth.
4. My grandmother makes the best pasta. I love her pasta. She makes this incredible tomato sauce. I always eat it when I go to her house. I don't like all Italian food, though. Like pizza. I don't really like pizza. I guess it's the cheese. I don't like cheese very much. But my friends always want to get pizza. So when we're all together, I usually eat it anyway.

REAL WORLD LISTENING

Concept Check

What foods do you really like to eat? Check student understanding with one or more of the following questions.

T: What is your favorite food? What is your favorite meal or dessert? What do you like when you want something special?

Prepare

1. Explain the scenario. *T: Look at the pictures on page 66. This is Enrico. He has a cooking show.*
2. Play the audio (CD2 track 51) to present the directions. *T: Today he is teaching us how to make pizza. What will he tell us to do? Order the steps 1–5.*
3. Give students time to order the steps, then elicit answers from a few students. *T: (name). What is step 1?*
4. Play the audio (CD 2, tracks 52–55). *T: Listen and check your predictions.*
5. Check predictions. *T: Did you guess the correct order?*

Answers

1. Prepare the dough
2. Spread the sauce
3. Add the toppings
4. Bake the pizza
5. Enjoy it with friends

Get the Main Ideas

1. Explain the activity. *T: Listen again. Number the steps in each part. First, read the steps in your book.* Give students time to read the steps and to think about their order.
2. Play the audio (CD 2, tracks 52–55). Pause after each part for students to number the steps.
3. Play the audio again for students to check their answers.

4. Have students work in pairs to read the steps aloud. Specify numerals or ordinal numbers. *T: Read the steps for each part aloud. Use one, two ... OR first, second ...*
5. Elicit answers. *T: What is the first step to make the dough?*
6. Review the steps. Pantomime the action in each step. *T: First mix the dough (do a stirring action). Continue.*

Answers

- The dough:**
1. Mix the dough
 2. Cover the dough
 3. Wait an hour
 4. Stretch into a big circle
- The sauce:**
1. Choose a sauce
 2. Spread some oil
 3. Spread the sauce
- The toppings:**
1. Choose your toppings
 2. Sprinkle toppings on the pizza
 3. Put oil on the toppings
 4. Bake the pizza

Concept Check Follow-up

Is pizza one of your favorite foods? Why or why not?

Respond to the Ideas

Have students form pairs to discuss their ideas about pizza. *T: There are many kinds of pizza. What kind of pizza would you like to try? What toppings would you use? Think about what you like to eat. Make a pizza to match that.* Help with vocabulary for the toppings as needed. Call on students to tell the class about their choices. *T: What kind of pizza would you like to try?*

SCRIPT

Getting started: Do you like pizza? Today, I want to show you how to make delicious pizza. Many people hear the word pizza and they think tomato sauce and cheese, right? But today I want to show you how pizza has gone international. You can also make Thai, Chinese, Greek, any kind of pizza you want. I'll show you how. It's fun. It's easy. First off, for any pizza there are three basic steps: the dough, then the sauce, and then the toppings, OK? Are you ready? Let's get started.

The dough: So let's start with the dough. You can use this dough for any pizza. To make the dough we need one cup of water, three cups of flour, a tablespoon each of sugar and salt, and yeast. Oh, and a little oil. First we mix the dough. We mix everything together. Mix it well. Then, put the dough in a bowl and cover it. Wait about one hour. Look at the dough. Does it look bigger, kind of like a little pillow?

Then it's ready. Next comes the fun part. You take the dough and make it into a big circle. Use your hands. Push it, and pull it, and stretch it until it's a big circle. This looks easy to do. It's a little tricky. Don't worry. You'll do fine. Practice makes perfect.

The sauce: Then comes the sauce. I'll start with a traditional Italian pizza with tomato sauce. You take some tomato sauce and spread the tomato sauce all over. Remember I said before you can make any kind of pizza: Italian, Chinese, Thai? OK, so this is where it gets fun. Say you want to make a pizza with Chinese ingredients? You can use hoisin sauce instead. How about a Thai pizza? You can use a peanut sauce. You can choose the taste you like. Now listen up. This next step is very important for good pizza. For any sauce, spread a little oil first, then the sauce. Remember oil, then sauce. Oh, and don't use too much sauce. That makes the dough wet.

The toppings: Next comes the toppings. For toppings, again, you can use whatever you want: strips of chicken, slices of mushroom or sausage, onions, shrimp, pineapple, vegetables, cheese, whatever you like. One time I even had a Korean-like pizza with a little bit of bulgogi—grilled beef—on it. They served it with kimchi! It was fantastic! Anyway, just sprinkle the toppings all over. OK, now put a little bit of oil on the toppings, the shrimp, or vegetables, whatever toppings you used. Just a little bit so it's not too dry. Finally, we are all set to bake the pizza. Bake the pizza for about twenty minutes in a very hot oven. And that's it. Your pizza is ready to eat. Sounds easy? It is. Give some to your friends. They'll love it! That's all for today. Until next time, *ciao a tutti!*

INTERACTION LINK

Food Habits

1. Begin the activity. *T: Now we are going to talk more about food. Look at the survey. It says "Food Habits." A habit is something we do often, right? Give some examples. T: I always have coffee in the morning. I like fruit. My favorite fruit is oranges. I eat an orange almost every morning.*
2. Give students time to read over the survey. *T: Read the survey. Check that students know what a survey is. T: In a survey, people answer questions, right? So, everyone in the class will take this survey. And, let's say for 3, most students say the same fruit is their favorite fruit. Then we know what fruit is the most popular, right?*
3. *T: Now answer the questions.* Give students time to write their answers to the questions in the survey. Circulate and help as needed.
4. Present the second step. *T: Work with a partner. Ask your partner the questions. For 8, tell students they can talk about how to make something even if they don't cook. Prompt students by asking them about types of food common where they live. T: Do you know what you need to use to make ... ? Do you know what the steps are to make ... ? Encourage students to make "good guesses." T: How do you think it is made?*
5. As a wrap up, ask students to compile survey results on the board for some of the questions. *T: Who eats breakfast? Raise your hand. (name). What is your favorite fruit? Raise your hand, class, if that is also your favorite fruit. Ask students if they can make any conclusions about the food habits of the class. T: (name). Do most people eat breakfast? (name). Do most people eat snacks?*

Extensions

Use one of these extension tasks to create an additional speaking activity as time permits. You can assign a different activity for each class, or each group within a large class, or allow students to pick the task that interests them most.

Task 1

Ask students to work in pairs to practice ordering food at a fast food restaurant. First, present to students the counters used in English for noncount nouns. Write on the board: a slice of, a bowl of, an order of, a plate of, a piece of, a carton of, a bottle of. Have students turn to the unit Warm Up (page 65). Model how to talk about quantities of the foods. *T: a slice of pizza, a plate of beans and rice, a carton of eggs, a bowl of ramen, a bottle of water, an order of French fries, a piece of sushi, two pieces of sushi.* Write the following lines on the board for students to refer to: What can I get you? and the responses: Can I have ... , I want ... Do you have ... ? I'd like ... Tell the student who is the restaurant worker to finish the conversation by asking, "Is that for here or to go?" If time permits, have students work with multiple partners.

Task 2

Have students work in small groups to prepare a "TV presentation" of how to make a food they know about. If students don't know how to cook, suggest that they go to the Internet and do a search for a recipe for something they like to eat, and then create a presentation in their own words. Tell them to use the sequencing words (first, next, then, finally, and so on) from the Real World Listening section. If possible, videotape the students. Otherwise, have students work in small groups to take turns making their presentations.

LEXICAL MAP

By the end of Unit 13, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Food

chicken
cheese
eggs
chips
potatoes
vegetables
salad
beans
rice
breakfast
meal

Food Descriptions

heavy
boring
filling
boiled
baked
fresh
international
salty
tasty

Expressions

I'd like a ...
I just don't like ...
My favorite ...

UNIT 14: Health

Main Activities: pages 68–70

Interaction Link: page 71

Self Study: page 93

Warm Up: CD 2, track 56

Listening Task: CD 2, tracks 57–60

Real World Listening: CD 2, tracks 61–63

Unit Overview

In this unit students listen to people talking about health problems and remedies. In the Real World Listening section, they listen to visitors at a student clinic. In the Interaction Link, students have an opportunity to talk about the remedies they use for a variety of health problems.

Vocabulary Focus: Health problems and remedies

Health problems: earache, sore throat, backache, headache, stomachache, a cold, a cough, stressed, tired, tense, toothache, a burn, a rash

Remedies: drink some tea, see a doctor, take some medicine, stay home, rest, take a hot bath, drink less coffee, take deep breaths, drink more water

Useful Expressions

What's the matter?

What's wrong?

How are you feeling?

What's the problem?

Are you all right?

Concept Check

What do you do to stay healthy? What do you do when you're sick? Do you prefer modern medicine or traditional remedies?

WARM UP

Getting Started (books closed)

1. To introduce the topic of health and health problems, cue students to touch or move different parts of their bodies. Demonstrate each movement as you give the command. (Possible commands: Raise your left arm/right arm, touch your left leg, put your hand on your stomach/head/shoulder. Point to your foot/arm/neck/ear. Put your left hand on your right hand, and so on.)
2. Introduce words and their opposites for how one feels. Write on the board: "I feel ..." Pantomime a feeling (weak). Write "weak." Then pantomime the opposite feeling (strong), and write "strong" on the board. (Possible pairs: tense/relaxed, happy/sad, great/terrible.)

Warm up

1. Start the activity. *T: Open your books to page 68. Look at the pictures. What health problem does each person have? Write the missing words and phrases. Read the first item with a student partner T: What's the matter? You look awful. S: I have a bad stomachache. My stomach's been upset all morning. Continue. T: Now try the rest on your own.*
2. Allow students time to finish. *T: Now listen and check.*
3. Play the audio (CD 2, track 56). Play the audio again for students to confirm their answers.
4. Have pairs read each exchange aloud. *T: (name and name). Number (1). Please read the conversation.*

5. Have students form pairs and practice the conversations.
6. Model the sentences in the Useful Expressions, pausing for the students to repeat. Point out that these are all ways to ask how someone is feeling. Ask students to find more examples in the Warm Up. *T: Look at the Warm Up again. Find three questions like these. (A: How's your cold? Are you OK? What's up?)*

Answers

- | | |
|-----------------------|-------------|
| 1. stomachache | 4. headache |
| 2. earache | 5. backache |
| 3. sore throat, cough | 6. stressed |

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. Circulate and help with vocabulary. *T: Ask your partner about his or her health. Take turns. Call on a few students. T: How is (partner's name) feeling?*

Language Point

Students may be confused by when to use "ache" and "sore." An "ache" is a dull pain. "Sore" means something is painfully sensitive. Point out that -ache is added to the end of a body part to form one word, as in: headache, backache, stomachache, toothache, earache. "Sore" goes before the body part, and is written as a separate word, as in "sore throat."

SCRIPT

- | | | |
|---|---|--|
| 1. A: What's the matter? You look awful.
B: I have a bad stomachache. My stomach's been upset all morning. | 3. A: How's your cold?
B: A lot better. I still have a sore throat and a cough, though. | 5. A: Are you OK?
B: I have a terrible backache. It hurts to move. |
| 2. A: What's wrong?
B: I have an earache. My ear is killing me. | 4. A: Did that medicine help your headache?
B: No, not really. I feel like my head's going to split. | 6. A: What's up? You look tired.
B: I'm really tense. I'm so stressed about my classes. |

LISTENING TASK

Preparation Question

Ask students to focus on the pictures. *T: Look at the pictures. What's wrong with the people?*

First Listening

1. Play the audio (CD 2, track 57) to present the directions. Explain the activity. *T: Listen to the conversations. What's the problem? Check the correct answer. Let's do the first one together.*
2. Play the audio (CD 2, track 58). *T: What's wrong? Right, he has a bad sore throat. Now do the rest on your own.*
3. Play the audio (CD 2, tracks 59–60).
4. Play the audio again for students to check their work (CD 2, tracks 58–60).
5. Elicit answers from students. *T: (name). Number (2). What's the problem?*

Answers

1. a sore throat 2. a backache 3. stress

Second Listening

1. Explain the activity. *T: Listen again. What does the friend say to do? Check the correct answer.*
2. Play the audio (CD 2, tracks 58–60). Play the audio again for students to confirm the answers.
3. Elicit answers from students. *T: (name). Number (1). What does the friend say to do?*

Answers

1. drink some tea 3. take a walk in the park
2. take a hot bath

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. Circulate and help with vocabulary. *T: Your friend has a bad cold. What do you tell your friend to do? Tell your partner. Take turns. Elicit ideas. T: (name). What should your friend do?* To promote active listening, tell students not to repeat a suggestion that has already been said.

SCRIPT

1. **A:** Hello.
B: Hey, Nick. Why aren't you at class?
A: I'm sick.
B: What's the matter?
A: I have a bad sore throat. It really hurts.
B: You should try some hot tea with honey. And get some sleep.
A: Yeah. See you.
2. **B:** Hello
A: Sandy? Hi. Are you OK?
B: Oh, hi, Jen. Well, I can't move.
A: What do you mean?
B: Well, I was playing football yesterday, and I think I did something to my back.
A: Ooh, Have you seen a doctor?
B: No, not yet.
A: You should take a hot bath. That might help.
B: Yeah, maybe later. Thanks.
3. **A:** Hello.
B: Andrew, is that you?
A: Yeah, Terry. What's up? Kind of busy now.
B: How are you doing? You sound kind of stressed.
A: Stressed? Yeah, I'm stressed. So much work this week, and last week, so many deadlines, and next week. Oh, I'm going crazy.
B: Why don't you take a walk in the park?
A: Take a walk in the park? I don't have time for that.
B: No, come on. Move your body. Get some fresh air. Slow down your mind. It will help you relax.

REAL WORLD LISTENING

Concept Check

What do you do when you're sick? It's important that students think about the key concepts underlying the conversations. Here are some questions to get them thinking: *What do you do to keep healthy? Do you exercise? Are you careful about the food you eat? What do you do when you get sick? Do you take medicine or do you rest? What do you do when you have a cold, a headache, or when you're very stressed?*

Prepare

1. Explain the context. *T: Look at the pictures on page 70. This Dr. Monroe. She works at a student health clinic.*
2. Play the audio (CD 2 track 61) to present the directions. *T: Students visit Dr. Monroe about their health problems. Check the problems you think students talk to her about. Give students time to mark their answers.*
3. Have students work in pairs to compare answers.
4. *T: Now listen and check.* Play the audio (CD 2, tracks 62–63).
5. Check predictions. *T: Did you guess the problems?*

Answers

headache, sore throat

Culture Note

Most college campuses in the U.S. have student health clinics. Students can see a doctor on campus when they have health problems. Often these clinics offer mental health support as well. Colleges encourage students to talk to someone at the clinic if they are stressed out or depressed.

Get the Main Ideas

1. Explain the activity. *T: Listen again. What is the problem? What does she say to do? Check your answers in the chart. First read the answer choices. Give students time to read over the answers.*
2. Play the audio (CD 2, tracks 62–63).
3. Play the audio again for students to confirm their answers.
4. Have students work in pairs to compare answers. *T: Work with your partner and compare your answers.*
5. Elicit answers. Ask students the questions in the chart. *T: What is Tina's problem? What does Dr. Monroe say to do?*
6. Ask students if they have any questions. Then play the audio again as a recap.

Answers

Tina: a headache—drink less coffee, drink more water

Ramon: a cold—drink tea, rest

Concept Check Follow-up

T: What would you do if you had these health problems?

Respond to the Ideas

1. Put students in small groups and have them discuss the questions. Have them talk about any of the health problems in the Prepare step or the audio. *T: Have you had any of the health problems on this page? What did you do?*
2. Make a chart on the board and compile the students' remedies and suggestions.

SCRIPT

Part 1. Tina Rogers visits Dr. Monroe.

Receptionist: Tina Rogers? Tina? Hi, how are you? Come this way.

Dr. Monroe: Hi. Let's see, Tina. What's the matter?

Tina: Well, I have a lot of headaches. I get a bad headache almost every day, in the afternoon.

Dr. Monroe: You get a headache every day?

Tina: Yeah, just about.

Dr. Monroe: OK. First off, many people get headaches. It's probably nothing serious, but we need to find out why you get them. Do you drink a lot of water?

Tina: Um, I drink coffee. Does that count?

Dr. Monroe: No, it doesn't. Coffee can make it worse. How about breakfast and lunch? What do you eat?

Tina: Uh, I don't eat. I like to sleep late, so I just grab coffee on the way to class. I basically just drink coffee all day. It keeps me awake in my classes. Then I eat dinner later.

Dr. Monroe: OK, try this. I want you to drink six to eight glasses of water a day. And drink less coffee. Eat something during the day. I know you want to sleep, and it's good to sleep, but you need to eat, too.

Tina: OK, I'll try.

Dr. Monroe: I think you'll be fine. If your headaches don't go away, come back and see me again.

Part 2. Ramon Sanchez visits Dr. Monroe.

Receptionist: Ramon Sanchez? You can go in.

Dr. Monroe: Hi, Ramon. What's the problem?

Ramon: I have a cold and a terrible sore throat.

Dr. Monroe: How about your stomach?

Ramon: No, I don't have a stomachache. It's all in my head.

Dr. Monroe: No cough?

Ramon: No cough.

Dr. Monroe: Well, the best thing for you to do is rest. What time do you usually go to sleep?

Ramon: Uh, about midnight or one in the morning.

Dr. Monroe: Go to bed early. You need to sleep. And drink tea and juice. Eat light foods. You can go to class, but you need to rest. A lot of students get run down.

Ramon: OK, so there's no medicine I can take?

Dr. Monroe: Sleep is the best thing. I think you'll feel better soon. If you don't, by, say Friday, come see me again. Get some rest now.

Ramon: OK, thanks.

INTERACTION LINK

What do you take for that?

1. Present the activity. *T: Work with a partner. Ask your partner about the problems listed in the chart. Fill in your partner's answers.*
2. Before students begin, model an example to make sure they understand what traditional remedy means. *T: Let's do the first one together. (name). So, do you usually take modern medicine for a headache? Do you know a good traditional remedy? Some people say coffee or black tea is good. The caffeine helps sometimes.*
3. Circulate and listen as students ask each other questions. Take note on any problems to help them with later.
4. After about 10 minutes, stop the students and put them in small groups. *T: Time. Now compare your charts. Share ideas on what to do for these problems. Write on the board some examples for students to use:*
For a (headache), I ...
What do you do for a (headache)?
I usually ...
You should ...

Example:

- A:** What do you do for a burn?
B: You should use some cream.
C: I usually use cold water.
D: For a burn, I use ice.

Teaching Tip

Peer teaching involves having students help each other develop their language skills. Here students may not have the vocabulary they need to talk about different remedies. Remind them of some expressions they can use to ask each other for help: How do you say ... in English? What is a word for ... in English? This helps them in their vocabulary development and boosts their confidence in using English to really communicate.

Extensions

Here are some extension tasks to develop the theme of the unit. Use one of these if you have time. You can assign one activity to the whole class, or allow individuals or groups to select the activity that interests them.

Task 1

Work together a class to practice using “sore” and “ache.” *T: What is another way to say “My throat hurts”? How can you describe a pain in your tooth, your leg, or your neck?* To help students learn which words to use, make a simple drawing of a person on the board. Have students help you label the body parts: arm, leg, head, shoulder, and so on. Tell students to copy it on a separate piece of paper or in their notebooks. Write, “I have a ...” on the board. Point to different body parts on the drawing, and help the students describe the pain using either “ache” or “sore,” as in “I have a stomachache” or “I have a sore foot.” Tell students to write down the phrases as they hear them. As a wrap-up, have the students work in pairs. One student point to a body part (an arm). The other student says the problem (You have a sore arm.) Have students take turns.

Task 2

Students work in small groups (four to five students) to role-play a student health clinic. Have students use the audio script to get the language they need for the receptionist and the doctor. The steps are as follows: the students come to the clinic one at a time, tell the receptionist their problems, and then sit down. While the students are waiting to see the doctor, they introduce themselves and tell each other what their health problems are. After they talk for a while, the receptionist calls one of them to go see the doctor. That student and the doctor talk and the doctor gives the student some advice. After students practice, call on groups to role-play for the class.

LEXICAL MAP

By the end of Unit 14, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Negative Feelings

upset
cough
homesick
alone
hurts
medicine
stress
tired
sorry

Positive Feelings

better
good
comfortable
all right
fine
safe
happy

Expressions

How are you feeling?
Are you all right?
What's the matter?
What's the problem?
What's wrong?
too tired
It hurts.

UNIT 15: City Life

Main Activities: pages 72–74

Interaction Link: page 75

Self Study: page 94

Warm Up: CD 2, track 64

Listening Task: CD 2, tracks 65–69

Real World Listening: CD 2, tracks 70–73

Unit Overview

In this unit students listen to people talking about what they like about cities. In the Real World Listening section, they listen to three students talk about the cities where they studied. In the Interaction Link, students have an opportunity to talk about the “best” city for a variety of things.

Vocabulary Focus: City features and seasons

City features: good restaurants, public transportation, things to do, schools, nature, parks, safety, crime, crowded, traffic, pollution, shopping, mix of old and modern buildings, the pace, the people, the art and culture, the weather

Seasons: spring, summer, fall, winter

Useful Expressions

What do you like about ... ?

What do you like about living in ... ?

Is there anything you don't like?

There's a lot to do there.

There's always something happening.

Concept Check

What makes a city a good place to live? What do you like about your city. What do you dislike about your city? What would you miss if you moved away?

WARM UP

Getting Started (books closed)

1. Put students in pairs and introduce the topic of city life.
T: Think about your hometown. What is it like? Is it big? Is it small? Are there interesting things to do? Think of three things about your hometown. Tell your partner.
2. Continue asking questions about students' hometowns.
T: Think of something in your hometown that is important to you (a restaurant where you had a party, a park you often go to, anything that is special to you). Tell your partner what it is. Do you like your hometown? Why? Tell your partner.

Warm Up

1. Start the activity. Have students explore the pictures.
*T: Open your books to page 72. Look at the pictures. What do you see? Tell your partner at least three things you see in each picture. Ask students to say what the people are doing.
T: He's walking. They're riding bicycles.*
2. Direct student's attention to the sentences. *T: Read what different people say about their hometowns. What do they like? Write plus (+). What don't they like? Write minus (-). Let's look at the first one together. There are good restaurants. That's a plus, right? Write plus. Now do the rest.*

3. Allow students time to work independently or in pairs to complete the sentences. *T: Now listen and check.*
4. Play the audio (CD 2, track 64). Tell students to listen to how people say the sentences. *T: Listen to their voices. Play the audio again for students to check their work.*
5. Elicit answers. *T: (name). Please read number (2) and then say plus or minus.*
6. Write the answers on the board and say them.
7. Model the sentences in the Useful Expressions, pausing for the students to repeat. In preparation for the speaking activity, write on the board and model:
A: What do you like about your hometown?
B: I like ...
A: Is there anything you don't like?
B: I don't like ...

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. *T: Now talk to your partner. Tell your partner one thing you like and one thing you don't like about your hometown. Take turns.*

SCRIPT/ANSWERS

1. (+) In my hometown, there are some good restaurants, especially Italian.
2. (-) In my hometown, there isn't good public transportation. The buses are always late.
3. (+) There's a lot of things to do, like great museums, night clubs, and concerts.
4. (-) The schools aren't very good. They are too crowded.
5. (+) There's a lot of nature. We have some beautiful parks to relax in.
6. (+) My hometown is very safe. There isn't much crime.
7. (-) It's too crowded. The traffic's pretty bad, especially at rush hour.
8. (-) It's not very clean. There's too much pollution from cars and buses.
9. (+) The shopping is great. There are so many stores to choose from.
10. (+) There's a great mix of old and modern buildings.
11. (+) I like the pace. There's always something happening.
12. (+) The people are really friendly even though it's a big city.

LISTENING TASK

Preparation Questions

Ask students to look at the pictures. *T: Look at the pictures. Elicit the name of each city. T: In number (1), what city is it?* Continue. What looks interesting in these cities? Give students some time to explore the pictures either in pairs or as a class. Then ask students to share with the class anything they know about these cities. *T: What do you know about these cities?* Allow students time to share what they know.

First Listening

1. Play the audio (CD 2, track 65) to present the directions. Explain the activity. *T: What does each speaker like about the city? Before you listen, read the answer choices.* Give students time to read the answer choices.
2. Play the audio (CD 2, tracks 66–69).
3. Play the audio again for students to confirm their answers.
4. Have students compare answers with a partner.
5. Elicit answers from the class as you point to each picture. *T: Number one, what does the speaker like about the city?*

Second Listening

Answers

- | | |
|------------------------|--------------|
| 1. the people | 3. the music |
| 2. the art and culture | 4. the food |

1. *T: Listen again. What season does each speaker talk about? Spring, summer, fall, or winter? Write the season the speaker mentions.*
2. Play the audio (CD 2, tracks 66–69). Play the audio again for students to check their work.
3. Elicit answers. *T: (name). Number (2). What season does the speaker talk about?*

4. **Optional:** Ask more detailed questions about each conversation. Play one conversation at a time. Pause and ask questions, such as the following: 1. What is the weather like? 2. What is the Zocalo? What happens there? Why does the speaker like the winter? 3. What is the weather like? How hot did it get? What did he learn? 4. What kind of food does he like? How big is London? What is the fog like?

Answers

- | | |
|-----------|-----------|
| 1. winter | 3. summer |
| 2. winter | 4. fall |

Pairwork

Put the students in pairs and allow them several minutes to complete the activity. *T: Now talk to your partner. What's your favorite season? What do you like about it? Think about the weather, the holidays, the food you eat, the things you do. Take turns.* Call on students to share with the class. *T: (name). What season do you like? Why? Who else likes that season? Do you agree why it's a good season?*

Culture Note

Vancouver is a cosmopolitan city in southwest British Columbia, Canada, near the state of Washington in the United States. It is a leading Pacific coast seaport. Mexico City, the largest city in Mexico, is both a commercial and a culture center. People often shorten the name Rio de Janeiro to Rio in conversation. Rio is famous for its samba schools, especially during Carnival when the schools wear lavish costumes as they dance in the Carnival parades. London has a large Indian population and many Indian restaurants. The London Fog is famous for being dense and frequent.

SCRIPT

1. **A:** What do you like about Vancouver, Rob?
B: Well, the people for one thing. The people are very friendly. Even though it's a big city, people are still nice. Strangers say hello to you and people actually smile. It is kind of cold, though. I mean, it is Canada, so the winters are kind of rainy and gray. But I love it.
2. **A:** What's the best part of living in Mexico City?
B: Mm, the fantastic art and cultural events. I'm often in the old part of the city. The Historical Center. The Zocalo is there. It's a huge square. There's always a concert, or a dance, or some music going on there. And the jacaranda trees in the winter. That's the best part of the year. It's the dry season, so it doesn't rain then, and the air is pretty clear.
3. **A:** Sandy, how was living in Rio?
B: Oh, it had its ups and downs, but I really liked it. There's music everywhere. Dancing. It's great.
A: Sounds cool.
B: Yeah. I learned how to do the samba, sort of. And the weather. Whoah. In the summer, it gets to be thirty-five or forty degrees centigrade every day.
4. **A:** How did you like living in London, Carl?
B: Oh, London is fabulous. I mean it has everything. Like restaurants. London's huge, so there's all kinds. I love Indian food. I had great Indian food in London, so I was happy there.
A: What else did you like?
B: Well, I really liked that famous London Fog. In October and November, when it's cold, the fog comes in from the river, and it's like a blanket over the city.

REAL WORLD LISTENING

Concept Check

What makes a city a good place to live? Make sure students understand the main concepts with questions like these: *What do you like about your city? What would you miss if you moved away? What makes you feel at home?*

Prepare

1. Introduce the activity. *T: Look at the pictures on page 74. They are three students: Seri, Pieter, and Carla. They studied in three different cities. Elicit where each student studied. T: Where did (Seri) study?*
2. Play the audio (CD 2 track 70) to present the directions. *T: What do you think they will mention about these cities? Check the things you think the students mention.*
3. Give students time to mark their answers.
4. Ask the class which boxes they checked and what they predict the three students say. For example, if students checked shopping ask them to predict what they will hear about shopping. This gives students an opportunity to use prior knowledge of the cities.
5. Play the audio (CD 2, tracks 71–73). *T: Listen and check your predictions.*
6. Check prediction results. *T: Did you guess correctly?*
7. **Optional:** If a world map is available, point out the cities.

Answers

Seri: New York, USA

Pieter: Brisbane, Australia

Carla: Edinburgh, Scotland

Culture Note

Columbia University, where the American Language Program is located, is in Manhattan in New York City. The University of Queensland in Brisbane, Australia has a large program for studying English. The Edinburgh International Festival in Edinburgh, Scotland, is a large arts festival.

Seri: I studied in New York at Columbia University. The university is in a great neighborhood. Riverside Park is right there. There are tons of restaurants. Some people say New York can be dangerous, but I felt safe there. There are so many people on the streets at almost all hours. Oh, and the transportation is great. The subway is right there, so you can get anywhere. What else? The weather, well, the weather wasn't bad. There are four seasons, and sometimes it's really beautiful, like in the spring and the fall. On Sundays I used to go to Central Park and just walk around. Any season it's a beautiful park. Oh, and there were students there from everywhere. I made friends with people from all over the world. It was great to go there.

Pieter: I was in Brisbane, Australia, at the University of Queensland. Brisbane is a great place. I liked the pace. It's really relaxed there. You can even walk into stores without shoes. And there are so many great places to hang out.

Get the Main Ideas

1. Explain the activity. *T: Listen again. What did each of them say? Write T if the sentence is true. Write F if the sentence is false.* Give students time to read the sentences.
2. Play the audio (CD 2, tracks 71–73). Pause after each track for students to write their answers.
3. Play the audio again for students to confirm their answers. Play it straight through, or pause after each track depending on the level of your class.
4. Have students work in pairs to compare answers. *T: Work with your partner and compare answers.*
5. Read or have a student read aloud each sentence. Elicit answers from students. *T: True or false?*
6. **Optional:** Have students correct the false statements.

Answers

Seri: T, T, T, F, F

Pieter: T, T, T, F, F

Carla: T, F, T, T, F

Concept Check Follow-up

T: Did the people in the three cities help Seri, Pieter, and Carla feel at home?

Respond to the ideas

1. Put students in small groups and have them discuss the question in the book. Give students time to share their ideas. Have them give reasons for the cities they choose. *T: Which of these cities would you like to go to? Why?*
2. Discuss with the students some of the details they heard about each of the cities. List them on the board. Play the audio again. *T: Listen again for more details about each city.* Then have students discuss the cities. Circulate and monitor the students.
3. Call on students to say where they would go. *T: (name). Where would you go? Why? (name). Would you go there, too? Why not? Where would you go?*

SCRIPT

Gardens, parks. And the weather. Yeah, the weather is good. It's comfortable. Not too hot or too cold. And I always felt safe there. It was an easy place to live.

Carla: I studied in Edinburgh, Scotland, at the University there. I'm really glad I went there. Edinburgh is a beautiful city. There are so many old, wonderful buildings. Of course, the weather isn't great. It's very rainy and cloudy, and sometimes really windy. But I got used to it. It's easy to get around the city. The public transportation was good, and people always helped me, even when I got lost. What else? Oh, yeah, there's the Edinburgh International Festival. It's in August. It was so fun. It was three weeks of music, and theater, and dance, and everything. People came from all over the world.

INTERACTION LINK

The Best City for ...

1. Present the activity. *T: What is the best place to live? Look at the chart. Read the first question aloud. T: What is the biggest city in your country? In the world? Work alone. Answer the questions.*
2. Have students work individually to answer the questions in the chart. Circulate and help as needed.
3. Explain the second step of the activity. *T: Work with a partner. Ask your partner the questions. Compare answers.*
4. Have pairs form groups of four. Explain the third step of the activity. *T: Compare your charts. Decide on the best place to live. Assign a group reporter to take notes, or tell each group to choose a student to write down their ideas.*
5. Call on groups to share their conclusions. Choose a student from each group who was not the group reporter. This allows for fuller student participation. Tell the rest of the class to listen and see if they agree. *T: (name). Where did your group decide is the best place to live? Why? Does everyone agree? Why not?*

Note: Tell students to make a “good guess” as they answer the questions. For example, they may not know for sure what the most expensive city in the world is. It is enough for them to fill in what they think is the most expensive city based on what they know from the media or other sources. *T: This is not a test. Just make a good guess if you aren't sure of the answer.*

Teaching Tip

It is important for students to have opportunities in the classroom to use their background knowledge as they practice English. When students are encouraged to use what they know about the world they become more confident in their ability to communicate in English.

Extensions

Use one of these extension tasks to create an additional speaking activity as time permits. You can assign a different activity for each class, or each group within a large class, or allow students to pick the task that interests them most.

Task 1

Have students work in pairs to do a role-play. One of the students has applied for jobs and just got two job offers. One job offer is in New York and the other is in Brisbane. The other student is a friend. They are trying to decide which city is better. They talk about the good and bad points of each place, including how far it is from where they currently live. They talk about what is important to the job seeker. Play the audio from the Real World Listening section again, as needed. Students can also use the Internet to find out more information about each city. After students practice, call on pairs to perform for the class.

Task 2

Have students work in pairs or small groups to make a brochure entitled “The Best Cities for ...” Have them use their charts from the Interaction Link as well as the Internet or other media sources. Tell them to include at least five categories. Students can also use their brochures to prepare an oral presentation, such as they might hear in a radio or TV advertisement.

LEXICAL MAP

By the end of Unit 15, students should be familiar with the following words and expressions. This vocabulary is among the most common in spoken English.

Places

restaurant
school
nature
park
building
island
neighborhood

Place Descriptions

safe
crime
crowded
cloudy
comfortable
cultural
incredible
modern

Things

traffic
people
weather
events
noise

Expressions

a lot to do
for one thing
things to do
There's always a ...

REVIEW UNIT 3: (Units 11–17)

Part 1: pages 76–77
Part 2: pages 78–79

Part 1 Audio: CD 2, track 74
Part 2 Audio: CD 2, tracks 75–84

Unit Overview

In this unit students revisit the vocabulary, expressions, constructions they learned in Units 11–15. The Review Unit is included to give the students an opportunity to review the material and to ask questions, as well as to provide them with practice in taking standardized tests.

Topics

- Unit 11. Money
- Unit 12. Free Time
- Unit 13. Food
- Unit 14. Health
- Unit 15. City Life

REVIEW

Before the Review

Before students listen to the Review Unit, take some time to review units 11–15. This can be done in the following ways:

1. Have students work in pairs or small groups to go over the sections in each unit.
2. Work together as a whole class to review one unit at a time. Go over the completed Warm Up activity and the Useful Expressions for each unit. This will help them to recall the language they learned in the Listening Task and the Real World Listening sections, as well.
3. Play the Real World Listening extracts again as students listen and review their answers in the Student Book.

Introducing the Review

Present Review Unit 3 after students have completed Unit 15.

1. Have students turn to page 76 in the Student Book. Present the activity. *T: Now we are going to do a review of Units 11 to 15. Remind students to read the directions lines before they begin. T: Before you listen, remember to read the directions carefully. Give students time to read the directions, and then ask them what they are going to do. T: (name). In Part 1, what do you do? Right, you listen and write the missing words. T: (name). In Part 2, what do you do? Right, you listen to each conversation, and then answer the question. Remember in Part 1 to write your answers clearly, and in Part 2 to make a dark and complete circle.*
2. Check understanding. *T: Are there any questions?*
3. Review the scoring procedure you are using. As you present the information orally, write it on the board as well. Modify the following, as needed, based on how you have decided to “weight” the scores in your class. *T: Part 1 is 30 points. An exact answer is 2 points, a half correct answer is 1 point, and an incorrect answer is 0 points. In Part 2, each question is 2 points. If your answer is correct, you get 2 points. If it is not correct, you get 0. Remind students that on a standardized test they can lose points if they don’t write clearly or don’t mark answers clearly and completely.*

Presenting the Review

1. Present Part 1. *T: Now look at Part 1. Hearing the correct words. Listen and write the missing words. Before students listen, have them read over the items. T: First read the sentence parts in the book. Think about what you will write in each sentence. Give students time to read silently.*
2. Play the audio (CD 2, track 74) as students write their answers.
3. Play the audio again as students check their work.
4. Present Part 2. *T: Now look at Part 2. Understanding conversations. Listen to each conversation. Then circle the correct answer. Before students listen, have them read over the items. T: First read all of the answer choices for each question. Give students time to read silently.*
5. Play the audio (CD 2, tracks 75–84) as students listen and circle their answers.
6. Play the audio again as students check their work.
7. Have students work in pairs to compare answers.
8. Correct answers as a whole class. Elicit answers from students. *T: (name). Part (1), number (1).*
9. As a final check, use the answer key to read the answers aloud for the class, or write the answers on the board depending on the level of the class.
10. **Optional:** Play the audio for Part 2 (CD 2, tracks 75–84). Pause after each conversation and ask additional questions, such as:
 - Conversation 1:** Where will they drink coffee?
 - Conversation 2:** Will they go shopping together?
 - Conversation 3:** Does she need a lot of time to get ready?
 - Conversation 4:** Why can’t she stay at the coffee shop for a long time?
 - Conversation 5:** How often does she eat hamburgers?
 - Conversation 6:** What kind of sauce does his grandmother make?
 - Conversation 7:** How did she get hurt?
 - Conversation 8:** Did the doctor give him medicine?
 - Conversation 9:** Is he surprised people are nice?
 - Conversation 10:** Did she like the weather?

REVIEW UNIT 3: (Units 11–17)

Presentation Follow-up

1. Circulate and evaluate how well the class as a whole did on the review. Note any questions that were a problem for many students.
2. Replay the tracks for items many students had difficulty with. Provide additional help as needed. Answer any questions students have about the Review Unit. *T: Do you have any more questions?*
4. Remind the whole class to use the Self-Study section at home to review each unit after you complete it in class. In addition, suggest that they go back and review the Self-Study pages from earlier units in the book.
5. Ask students to think about their progress. *T: Now we are finished with the book. Do you feel like your English is stronger? What will you do next to keep making progress?*
6. Review test-taking techniques. Elicit answers from the students. *T: Who can tell me what is important to remember to do when you take a test?*

Teaching Tip

Because this is the third Review Unit, it is a good opportunity for students to demonstrate their understanding of test-taking procedures and techniques. By asking them to tell you what they need to do rather than reviewing it for them, you are able to evaluate their understanding of the importance of the basic test-taking strategies that have been presented in earlier units.

The Review Unit provides the students an opportunity to consolidate their understanding of the material they have studied thus far and allows you an opportunity to decide how to possibly modify your class presentation to best meet the needs of a particular group of students. Because this is the last review unit in the book, students might be ready to do a more thorough review than in previous units. After presenting both parts of the Review Unit, allow ample time for students to ask questions about any of the units, as time permits.

REVIEW UNIT 3: (Units 11–17)

SCRIPT

Part 1

1. I need \$70 for a new jacket. I wonder if my dad will lend it to me.
2. These shoes are only \$25. That's such a bargain.
3. You paid \$200 for a pair of jeans? Are you crazy? That's way too expensive!
4. Are you free Saturday night? Let's have some fun after our exams are over.
5. I need to take a break from studying. Let's go hang out somewhere.
6. I'm not really into shopping. I'm up for a movie or something, though.
7. Pasta is so easy to make. You just boil the pasta and dump some sauce on top.
8. I like fruit salad because it's healthy.
9. I eat a lot of ramen. It's easy and cheap.
10. I have a bad stomachache. My stomach's been upset all morning.
11. I have a terrible backache. It hurts to move.
12. I'm really tense. I'm so stressed about my classes.
13. In my hometown, there are some good restaurants, especially Italian.
14. In my hometown, there isn't good public transportation. The buses are always late.
15. In my hometown, there's a good mix of old and modern buildings.

Answers

1. seventy
2. bargain
3. paid
4. free
5. hang out
6. into
7. boil
8. healthy
9. easy, cheap
10. upset
11. hurts
12. stressed
13. restaurants
14. transportation, late
15. buildings

REVIEW UNIT 3: (Units 11–17)

SCRIPT

Part 2

1. **A:** OK. I have a plan. Let's go to Europe this summer.
B: Sounds great, but how? We don't have any money.
A: I figure we need about \$3,000. We just have to save.
B: OK. How do we do that?
A: No more coffee shops. We'll drink coffee at home. No restaurants. We'll eat at home.
B: Wait. Can we spend money on anything?
A: Yeah, plane tickets to Europe.
(**Note:** He figures they need \$3,00 for the whole trip, not just plane tickets.)
2. **A:** I need to get some clothes for my new job.
B: Well, why don't you buy some then?
A: I went to the mall. Everything is so expensive. It's going to cost me like \$500.
B: No. Relax. Look for things on sale. You can find some good deals out there.
A: Yeah, I guess.
B: I'm telling you. I always find things on sale.
A: OK, will you go with me?
B: Sure.
3. **A:** What are you up for tonight, Maya?
B: Mm, I'm kind of tired. Maybe just stay home.
A: Come on. I feel like going somewhere. I want to do something.
B: Uh, I don't want to go out. I'm too tired.
A: Let's just go out to dinner. Maybe we can go some where quiet.
B: OK, I guess I can do that. I just don't want to stay out late.
A: We won't. I promise.
B: OK. Give me a minute to get ready.
4. **A:** Hey, Erica, it's Dan. What's going on?
B: Not much. Just studying.
A: Do you want to go get some coffee?
B: I don't think I can. I have a big math exam tomorrow.
A: Come on, Erica. I need to take a break from studying.
B: OK. I'll meet you at the coffee shop in the Science Center in about a half an hour. I can't stay long, though.
A: OK. Uh, it's seven now. So I'll see you at 7:30.
B: OK. See you.
5. When I want to eat something that makes me feel really good, I eat just rice and vegetables. Maybe with a little tofu. It's very simple, but it's my favorite food. It fills me up, and, well, it feels like home. I would choose rice and vegetables over a hamburger any day. I never eat hamburgers. I don't like the taste. They're too heavy.
6. My grandmother makes the best pasta. I love her pasta. She makes this incredible tomato sauce. I always eat it when I go to her house. I don't like all Italian food, though. Like pizza. I don't really like pizza. I guess it's the cheese. I don't like cheese very much. But my friends always want to get pizza. So when we're all together, I usually eat it anyway.
7. **A:** Hello
B: Sandy? Hi. Are you OK?
A: Oh, hi, Jen. Well, I can't move.
B: What do you mean?
A: Well, I was playing football yesterday, and I think I did something to my back.
B: Ooh, have you seen a doctor?
A: No, not yet.
B: You should take a hot bath. That might help.
A: Yeah, maybe later. Thanks.
8. **Dr. Monroe:** Hi, Ramon. What's the problem?
Ramon: I have a cold and a terrible sore throat.
Dr. Monroe: How about your stomach?
Ramon: No, I don't have a stomachache. It's all in my head.
Dr. Monroe: No cough?
Ramon: No cough.
Dr. Monroe: Well, the best thing for you to do is rest.
9. **A:** What do you like about Vancouver, Rob?
B: Well, the people for one thing. The people are very friendly. Even though it's a big city, people are still nice. Strangers say hello to you and people actually smile. It is kind of cold, though. I mean, it is Canada, so the winters are kind of rainy and gray. But I love it.
10. **A:** Sandy, how was living in Rio?
B: Oh, it had its ups and downs, but I really liked it. There's music everywhere. Dancing. It's great.
A: Sounds cool.
B: Yeah. I learned how to do the samba, sort of. And the weather. Whoah. In the summer, it gets to be thirty-five or forty degrees centigrade every day.

Answers

- | | |
|------|-------|
| 1. a | 6. a |
| 2. c | 7. c |
| 3. b | 8. a |
| 4. a | 9. b |
| 5. c | 10. b |